



# APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

**Better Employer Engagement (BEE) Project**

**Sunderland Engineering Training Association (SETA)**

CREATED BY 

SEPTEMBER 2023

## Good Practice Progress Reviews

Retention of apprentices is a key focus for most employers so that they develop their future workforces,

## Contents

## A. Executive Summary

The use of the new format progress review and the revised approach was commented on a



## B. Findings

**Respondents:** Seta, Peta, The University of Sheffield, AMRC Training Centre

**Survey 1 .** In total, 75 progress reviews sampled from January/February 2023 of existing progress reviews for engineering apprentices.

New progress review format and process introduced April 2023 with specialist input.

**Survey 2 .** In total, 36 progress reviews sampled in August 2023 using the new format and process.

Two surveys were carried out by three training providers. The first survey was for each provider to audit a sample of 25 existing progress reviews from their provision from January/February 2023. The second survey was for each provider to audit a sample of 25 new progress review form and process.

**Main Aim:** To measure the level of employer engagement in progress reviews for engineering apprentices

Completing their section of the progress review in advance of the meeting

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Making more useful comments and being more aware of the a] !^} a^qA ! [ \* !^••

Involvement in target-setting and planning Gateway & EPA

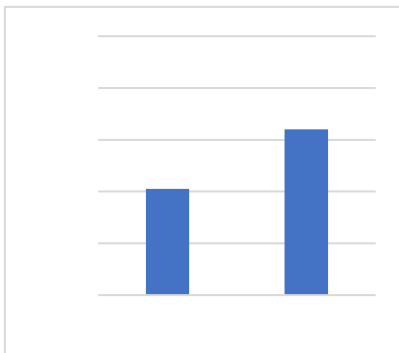
**Sub Aims:** To improve the quality of target-setting . timescales & content  
To improve target-setting for improved behaviours  
To improve Careers Information Advice & Guidance  
To improve the logging of Off-the-Job Hours  
To improve apprentice self-

## **Section I Employer Engagement 1**

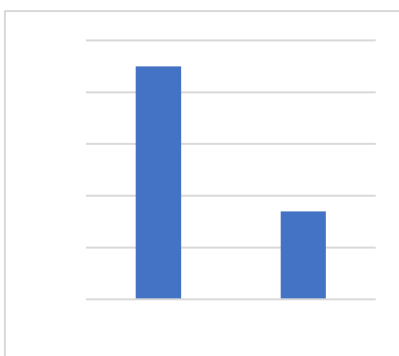
Q1. How many employers signed the progress review document?

Q3. Of those, how many were "informed" about the Apprenticeship Standards in your7 790.92 Tm0

Q4. How many employers added comments about the behaviour of the learner?

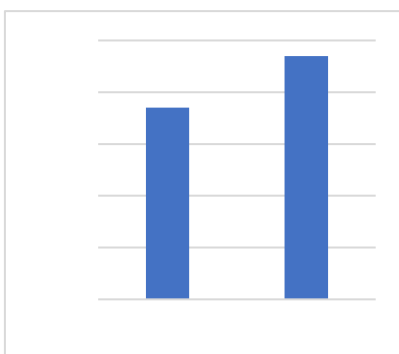


Q5. How many simply "ticked the boxes" and are perhaps unclear about the Apprenticeship Standards?



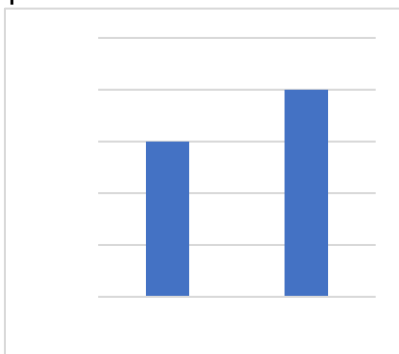
### Section 2: Off The Job Hours

Q6. Is there a clear learning new skills at work?

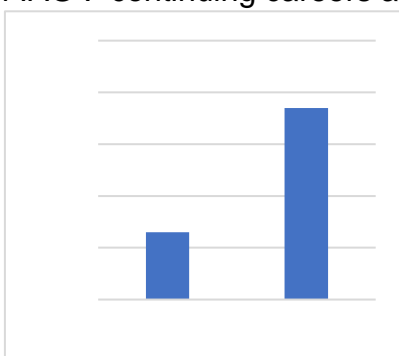




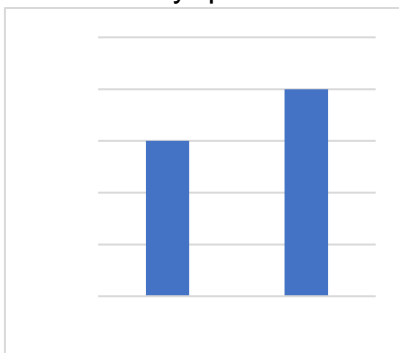
Q7. Is there a clear record of maths, English and digital learning that continues throughout the apprenticeship?



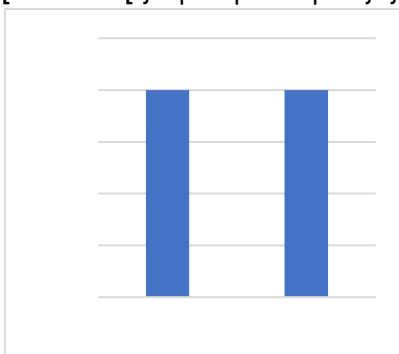
Q8. Is there a clear record of IAG, continuing careers and sector information?



Q10. Is there a clear record of mandatory qualification hours of learning?



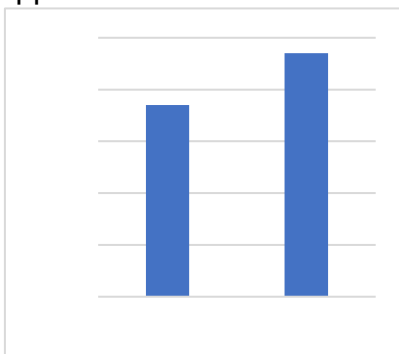
Q11. Is there a clear record of mandatory qualification hours of learning? \* e.g., NVQs?





### Section 4: Target Setting

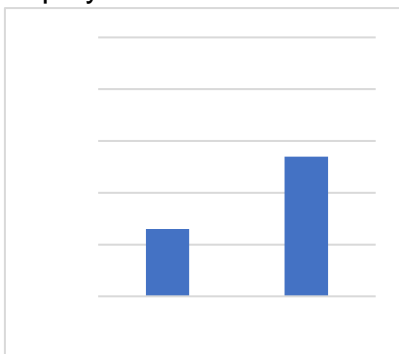
Q16. Are targets set for the apprentice?



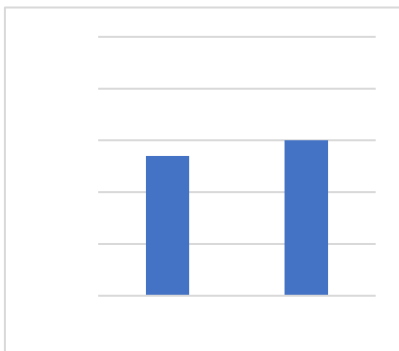
Q17. Are targets set for short, medium, and long-term?



Q18. Are targets set for the employer?



Q19. Are targets set for the personal development and behaviours of the apprentice?

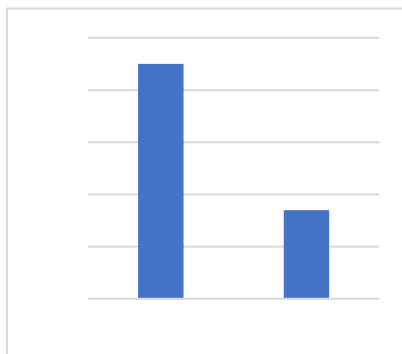


## C. Summary Findings

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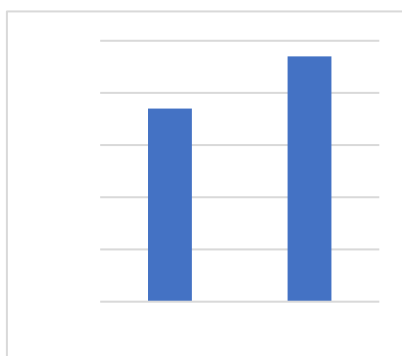
### Section 1: Employer Engagement

Q5. How many simply "ticked the boxes" and are perhaps unclear about the Apprenticeship Standards? **Improvement in employer understanding by 28%.**

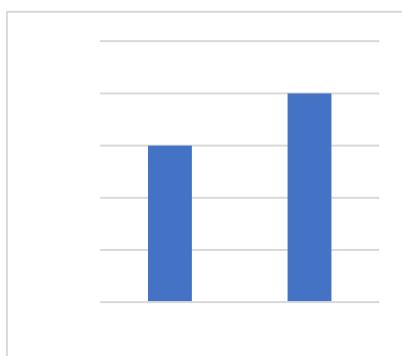


### Section B: Off The Job Hours

Q6. How many are learning new skills at work? **20% improvement** and now reaching high level.



Q7. Is there a clear record of maths, English and digital learning that continues throughout the apprenticeship? 20% improvement albeit still too low.



## **Section 2: Off The Job Hours**

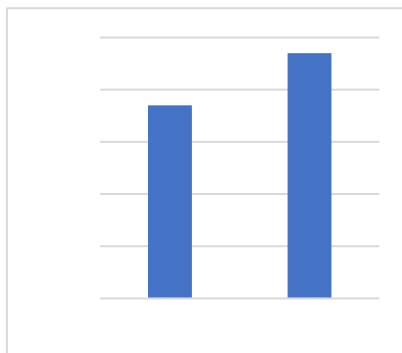
Q8. Is there a clear record of IAG . continuing careers and sector information?  
**48% marked improvement albeit still too low.**

Q10. Is there a clear record of mandatory qualification hours of learning?

### Section 4: Target Setting

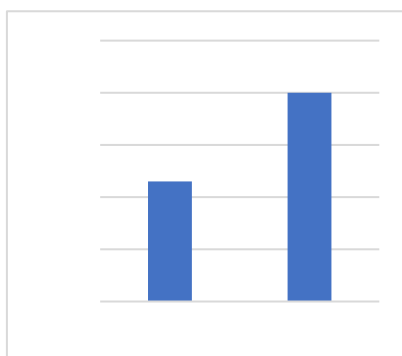
Q16. Are targets set for the apprentice?

**20% Improvement in target-setting.**



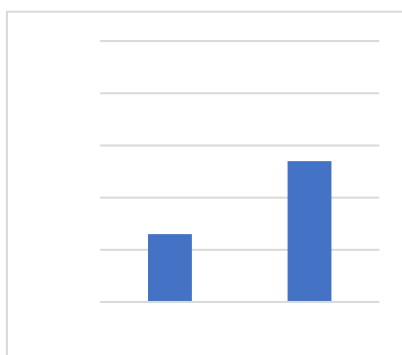
Q17. Are targets set for short, medium, and long-term?

**34% Improvement, which is a marked increase.**



Q18. Are targets set for the employer?

**28% Improvement albeit still too low.**



## Section 4: Target Setting

Q19. Are targets set for the personal development and behaviours of the apprentice? **6% Improvement albeit still too low.**

## D. Survey Questions

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I have read and understand the above comments and agree the future actions

Apprentice Name (Print)

Signature



