

APPRENTICESHIP

WORKFORCE DEVELOPMENT

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The following exemplar action plan provides some suggestions as to the issues you might want to include in your action plan based on your learnings from the Contextual Maths & English - Boosting Engagement course. Your action plan will be a working document which you will want to add to and amend. It is, however, helpful to include some initial dates so that you can monitor your progress and amend accordingly.

TO NOTE: The roles identified in this action plan and the dates included are for illustrative purposes only. It is important that you work collaboratively across your organisation to identify who has the accountability, capacity, and capability to undertake the actions required.

AWD course and date	Issues/ gaps identified from AWD course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
Contextual Maths & English - Boosting Engagement - mid November 23	The Initial Assessment Information for maths and English does not provide a detailed picture of the apprentice's development needs to effectively inform personalised learning plans and support the development required to attain the level of formal M&E, essential to their programme.	1. Sample a range of Individualised Learning Plans (ILPs) for apprentices across all apprenticeship programmes, by tutor, to check for the effective planning for maths and English development as required to meet the needs of the apprentice, as detailed in the initial assessment information.	Quality Manager / IQA Team	15/12/23	Not Started
		2. Build a picture to report on the effectiveness of maths and English planning to meet individual apprentice's development needs, by apprenticeship programme and tutor level.	Quality Manager	15/01/24	Not Started
		3. Establish responsibility for FS planning and achievement within each apprenticeship programme by tutor.	Quality Manager / FS Lead/ Programme Leads	31/01/24	Not Started
		4. Establish training that will support the development required and identify tutors that need to attend the training (Develop a training plan)	Quality Manager / FS Lead/ Programme Leads	15/02/24	Not Started
		5. Develop a Standard Operating Practice (SOP) to inform good practice in the planning of individualised maths and English development.	Quality Manager / FS Lead	29/02/24	Not Started
		6. Develop an audit form that supports the SOP for ongoing monitoring and compliance			

		7. Present the report/ training plan and SOP/ Audit documentation to Senior Management/ The Board and gain approval for implementation.	Quality Manager / FS Lead/SLT	29/02/24	Not Started
		8. Communicate the new process and documentation to the delivery team.	Quality Manager / FS Lead	15/03/24	Not Started
		9. Implement the training plan, where required, and new process/ documentation to the delivery team.	Quality Manager / FS Lead/ Programme Leads /Delivery Team	31/03/24	Not Started
		10. Review the Initial Assessment information collected on apprentices for maths and English (M&E) and assess/ record adjustments needed to the apprentice's Individualised Learning Plan (ILP)	Tutor	15/02/24	Not Started
		11. Carry out a progress review with apprentices to establish that their development needs for M&E are planned effectively to ensure progress and timely completion of any formal requirements needed for successful entry into Gateway and progress to EPA.	Tutor	29/02/24	Not Started
		12. Risk rate apprentices according to progress with M&E and targets set on ILPs.	Tutor	15/03/24	Not Started
		13. Develop a status report for all apprentices and plan of action to address any adjustments required to ILPs.	Tutor	31/03/24	Not Started
		14. Review the status report and risk register with relevant managers and agree a plan of action to ensure positive progress for all apprentice's	Tutor/ Manager	31/03/24	Not Started

		15. Implement the agreed plan and provide regular reporting on progress to relevant managers.	Tutor/ Manager	31/03/24	Not Started
Contextual Maths & English - Boosting Engagement - mid November 23	The guidance and support provided for apprentices to develop the required level of formal M&E, as required within their programme, is not effective and does not positively support timely Gateway entry and EPA	1. Carry out an audit to establish the status for maths and English completion, as required within the apprenticeship programme, across all apprenticeship programmes.	Quality Manager / FS Lead	15/12/23	Not Started
		2. Build a picture to report on the overall progress of maths and English completion, by apprenticeship programme and tutor.	Quality Manager	15/01/24	Not Started
		3. Establish responsibility for FS achievement within each apprenticeship programme by tutor.	Quality Manager / FS Lead/ Programme Leads	31/01/24	Not Started
		4. Develop an action plan to manage timely completion of Functional Skills by apprenticeship programme and tutor.	Quality Manager / FS Lead/ Programme Leads	15/02/24	Not Started
		5. Develop a Standard Operating Practice (SOP) to inform good practice in the progression and timely completion of maths and English, as required for the apprenticeship programme.	Quality Manager / FS Lead	29/02/24	Not Started
		6. Develop a reporting process that supports the SOP for ongoing monitoring and compliance to manage timely completion of Functional Skills.	Quality Manager / FS Lead	29/02/24	Not Started
		7. Present the plan and SOP/ Audit documentation to Senior Management/ The Board and gain approval for implementation.	Quality Manager / FS Lead/SLT	15/03/24	Not Started
		8. Communicate the new process and documentation to the delivery team.		31/03/24	Not Started

		9. Implement the plan/ new process/ documentation to the delivery team.	Quality Manager / FS Lead	31/03/24	Not Started
		10. Carry out an audit to check that the new process is effective and report on findings.	Quality Manager / FS Lead/ Programme Leads /Delivery Team	31/05/24	Not Started
		11. Review the recording of M&E development and progress for apprentices and assess/ record adjustments needed to ensure that detailed monitoring and tracking is in place.	Quality Manager / IQA Team	15/12/23	Not Started
		12. Carry out a progress review with apprentices to establish that their development needs for M&E are being met effectively and that they are making progress against the agreed targets and set new targets/ adjust levels of support as required to meet the needs of the apprentice.	Tutor	15/02/24	Not Started
		13. Risk rate apprentices according to progress with M&E and targets set on ILPs, also detailing additional support where required.	Tutor	29/02/24	Not Started
		14. Develop a status report for all apprentices and plan of action to address any adjustments required to ILPs and levels of support.	Tutor	15/03/24	Not Started
		15. Review the status report and risk register with relevant managers and agree a plan of action to ensure positive progress for all apprentice's	Tutor/Manager	31/03/24	Not started

		16. Implement the agreed plan and provide regular reporting on progress to relevant managers.	Tutor/ Manager	31/03/24	Not starte
Contextual Maths & English - Boosting Engagement - mid November 23	Apprentices are leaving their apprenticeship programme without completing the maths and English requirements of their apprenticeship.	1. Carry out a personal audit for all apprentices that have left their programme before completion over a relevant 12-month period to establish any trends for maths and English non completion.	Tutor	15/12/23	Not Started
		2. Build a picture to report on the trend/ status of personal early leavers and maths and English completion.	Tutor	15/01/24	Not Started
		3. Review the Chief Examiner Reports for Functional Skills Assessments and identify trends that are causing marks to be lost during assessments.	Tutor	31/01/24	Not Started
		4. Complete a self-assessment against the relevant Functional Skills specifications and establish any areas of personal development.	Tutor	7/02/24	Not Started
		5. Prepare a report/ plan to discuss with relevant managers to review areas for development/ adjustment/ training.	Tutor	15/02/24	Not Started
		6. Discuss the information from action 5 above with relevant stakeholders and agree a plan.	Tutor/ Manager	22/03/24	Not Started
		7. Implement the agreed plan and monitor progress.	Tutor/ Manager	31/03/24 - Ongoing	Not Started
Contextual Maths & English - Boosting Engagement - mid November 23	First-time pass rates for FS Maths and English are below the National Average and some apprentices have multiple attempts before they	1. Review and record pass rates for all levels and each component of Functional Skills assessment by apprentice over a relevant 3-month period.	Tutor	15/12/23	Not Started
			Tutor	20/12/23	Not Started

	are able to successfully complete the assessments.	2. Review the Chief Examiner Reports for Functional Skills Assessments and identify trends that are causing marks to be lost during assessments.	Tutor	15/01/24	Not Started
		3. Complete a self-assessment against the relevant Functional Skills specifications and establish any areas of personal development.			
		4. Carry out a progress review with apprentices to establish that their development needs for M&E are being met effectively and that they are making progress against the agreed targets and set new targets/ adjust levels of support as required to meet the needs of the apprentice.	Tutor	15/02/24	Not Started
		5. Risk rate apprentices according to progress with M&E and targets set on ILPs, also detailing additional support where required.	Tutor	22/02/24	Not Started
		6. Review approach used to prepare apprentices for M&E assessments and establish trends/ best practice to ensure success first time with assessments.	Tutor	22/02/24	Not Started
		7. Develop a status report for all apprentices and plan of action to address any personal development needs and adjustments required to ILPs and levels of support required to ensure assessment success.	Tutor	29/02/24	Not Started
		8. Review the status report and risk register with relevant managers and agree a plan of action to ensure positive progress for all apprentice's	Tutor/ Manager	14/03/24	Not Started
			Tutor/ Manager	31/03/24 - Ongoing	Not Started

		9. Implement the agreed plan and provide regular reporting on progress to relevant managers.			
Contextual Maths & English - Boosting Engagement - mid November 23	Maths and English is not integrated effectively into apprenticeship programmes in a manner that adds value and connection for the skills being developed within the apprenticeship programme.	1. Review schemes of work/ planning documentation to establish the status for meaningful maths and English integration that adds value to the programme and identify areas for improvement.	Tutor	15/12/23	Not Started
		2. Collect feedback from apprentices to inform their connection to the value of maths and English development within their overall apprenticeship programme.	Tutor	15/01/24	Not Started
		3. Collate the feedback and prepare a report to inform areas for development.	Tutor	31/01/24	Not Started
		4. Develop an action plan to support the revision of apprentice programme plans to ensure M&E is fully and meaningfully integrated into all delivery and adds value for the apprentice.	Tutor	15/02/24	Not Started
		5. Present the development plan to relevant stakeholders and agree targets for completion.	Tutor/ Manager	29/02/24	Not Started
		6. Implement the plan and report on progress	Tutor/ Manager	29/2/24 - Ongoing	Not Started
Contextual Maths & English - Boosting Engagement - mid November 23	Apprentices are leaving their apprenticeship programme without completing the maths and English requirements of their apprenticeship.	8. Carry out an audit for early leavers over a relevant 12-month period to establish the trend for maths and English completion across all apprenticeship programmes and reason for leaving.	Quality Manager / FS Lead	15/12/23	Not Started
		9. Build a picture to report on the trend/ status of early leavers and maths and	Quality Manager / FS Lead	15/01/24	Not Started

		English completion, by apprenticeship programme.			
		10. Develop an action plan/ risk register to manage timely completion of Functional Skills by apprenticeship programme.	Quality Manager / FS Lead	31/01/24	Not Started
		11. Develop a Standard Operating Practice (SOP) to inform good practice in the progression and timely completion of maths and English, as required for the apprenticeship programme.	Quality Manager / FS Lead/ Programme Leads	15/02/24	Not Started
		12. Develop a reporting process that supports the SOP for ongoing monitoring and compliance to manage timely completion of Functional Skills.	Quality Manager / FS Lead	29/02/24	Not Started
		13. Present the information and SOP/ Audit documentation to Senior Management/ The Board and gain approval for implementation.	Quality Manager / FS Lead	29/02/24	Not Started
		14. Communicate the new reporting and monitoring process and documentation to the delivery team.	Quality Manager / FS Lead/SLT	15/03/24	Not Started
		15. Implement the plan/new reporting process/ documentation to the delivery team.	Quality Manager / FS Lead/ Programme Leads /Delivery Team	31/03/24	Not Started
		1. Carry out an audit to check that the new process is effective and report on findings.	Quality Manager / IQA Team	31/05/24	Not Started
Contextual Maths & English - Boosting Engagement - mid November 23	Apprentice progress and engagement with M&E interventions and targeted development is not	1. Sample a range of review documentation for apprentices across all apprenticeship programmes, by tutor, to check for the effective monitoring and tracking of	Quality Manager / IQA Team	15/12/23	Not Started

	effective. M&E engagement and progress information is not effective in reporting individual apprentice progress against targets.	progress with the required maths and English development, required to meet the needs of the apprentice, as detailed in the ILP and targets set. 2. Build a picture to report on the effectiveness of maths and English monitoring and tracking of individual apprentice's, by apprenticeship programme and tutor level. 3. Establish responsibility for FS monitoring/tracking and engagement within each apprenticeship programme by tutor. 4. Establish training that will support the development required and identify tutors that need to attend the training (Develop a training plan) 5. Develop a Standard Operating Practice (SOP) to inform good practice in the monitoring and tracking maths and English development and achievement, as required by the apprenticeship programme. 6. Develop an audit form that supports the SOP for ongoing monitoring and compliance. 7. Present the report/ training plan and SOP/ Audit documentation to Senior Management/ The Board and gain approval for implementation. 8. Communicate the new process and documentation to the delivery team.	Quality Manager	15/01/24	Not Started
			Quality Manager / FS Lead/ Programme Leads	31/01/24	Not Started
			Quality Manager / FS Lead/ Programme Leads	15/02/24	Not Started
			Quality Manager / FS Lead	29/02/24	Not Started
			Quality Manager / FS Lead	29/02/24	Not Started
			Quality Manager / FS Lead/SLT	15/03/24	Not Started
			Quality Manager / FS Lead/ Programme Leads /Delivery Team	31/03/24	Not Started
				31/03/24	

		9. Implement the training plan, where required, and new process/ documentation to the delivery team.	Quality Manager / FS Lead		Not Started
		16. Carry out a sample audit across all programmes and tutors, to check that the new process is effective and report on findings.	Quality Manager / IQA Team	31/05/24	Not Started