

INITIAL ASSESSMENT

Action Plan

MARCH 2024

Introduction

Related course: Effective initial assessment: understanding the process and ensuring quality

What is this resource for

This action plan is designed to help capture some key outcomes from the live CPD course. Therefore, allowing you to create clear targets to be achieved by named internal individuals, including dates for achievement. This action plan can feed into your own Quality Improvement Plan (QIP)

How to use this resource

The following exemplar action plan provides some suggestions for issues you might want to include in your action plan, based on your learnings from the Effective initial assessment: understanding the process and ensuring quality (delivery staff) 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

Issues/ gaps identified	Proposed actions I commit to undertaking following this course	By whom	By when	Status
Initial assessment outline objectives do not gather useful data or information about the apprentice programme	1. Rework the IA questions to be robust and focused more on prior experience, career intentions and employer needs in the early programme 2. Ensure the outcomes of the initial interview follow through to the creation of the training plan	IA Manager, training team and apprentice manager	20/06/2024	Not Started
The resources and required elements of the initial assessment work are not sufficient to plan early programme objectives	1. Create a new list of requirements for IA to also include apprentice CV, previous employment references and screening against role objectives and the required KSBs and duty development	Apprentice manager disseminated to teams	Launch of the new standard on 01/09/ 2024	Team meeting planned for April 2024
Skills scan document is focused on KSB and scoring of apprentice confidence and perceived ability	1. Create a new skills scan based on scenario questions and practical examples – a ‘robust’ question set	Head of Inclusion and QA lead, employer engagement team	New Skills scan for next cohort in August 2024	Not yet started
Training plans do not reflect the outcomes of initial and diagnostic assessments. Apprentices follow the same six-week block induction programme	1. Adopt a new map of skills scan to inform initial learning objectives with the employer at the first progress review 2. Apprentice line managers to be more active in induction and understanding what apprentices already know	All, including the employers	New process slow rollout immediately	First employers contacted to talk about a new onboarding process

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To be able to effectively understand the levels of competence and the learning need to meet the requirement	1. Develop a toolkit of Initial Assessment activities for different learners and employers to understand the impact of existing Learning Achievements and plan the Training Plan 2. Confirm that mapping of the curriculum to the standard is understood and that the competencies required for your curriculum are in the questioning in the initial assessment	Delivery team	20/06/2024	Not Started
Information flow from Initial and Diagnostic Assessments is not always available in the training Plans	1. Internally review how information moves between recruitment, employer engagement and training delivery	Trainers, assessors and BDM	ASAP – by the end of Summer 2024	Not Started
Our apprenticeship IA process may not be compliant because off-the-job hours calculations are not rigorous in our curriculum design	1. Review your curriculum design to reflect off-the-job hours required to meet planned learning objectives (readiness for EPA against all KSBs) 2. Apply robust validation of initial assessment responses in areas potentially known to determine competence, removing hours and funding when you are clear that the content is known	QA Lead and Apprenticeship manager	Urgent (29/04/2024)	The calculation process is being reviewed by an external consultant All staff eligibility meeting April 2024

Issues/ gaps identified	Proposed actions I commit to undertaking following this course	By whom	By when	Status
Our apprenticeship IA process may not be compliant because reductions are not applied correctly	1. Apply at least the ESFA minimum formula adjustment in systems. Review the system and make sure it uses hours removed from hours planned to establish a percentage of content reduction. Halve this percentage (e.g. a 50% content reduction is a 25% reduction to price) and applied to the maximum funding band 2. Use an adjustment tool based on the correct funding band and the correct curriculum hours of your programme 3. Apply robust compliance checks against the pricing applied in your contract for services with an employer, and your on-programme data	Head of Inclusion and QA lead, employer engagement team	Urgent (29/04/2024)	Not Started
Some apprentices do not have the opportunity to embed or even develop certain KSBs according to their plan – the apprenticeship is potentially unsuitable for the individual and employer	1. Review job role alignment to the planned standard's KSBs and duties in business development activities with the employer at a strategic level and/or at an individual level within the initial assessment process	Head of Inclusion and QA lead, employer engagement team	Urgent (29/04/2024)	Not started

Issues/ gaps identified	Proposed actions I commit to undertaking following this course	By whom	By when	Status
Initial assessment outline objectives do not gather useful data or information about the apprentice programme	1. Rework IA questions to be more focused on prior experience, career intentions and employer needs in the early programme 2. Ensure outcomes of initial interviews follow through to the creation of the training plan	IA Manager, training team and apprentice manager	ASAP – by the end of 20/06/2024	Not Started
The resources and required elements of the initial assessment work are clearly insufficient to plan the early programme objectives	1. Create a new list of requirements for IA to also include apprentice CV, previous employment references and screening against role objectives and the required KSBs and duty development	Apprentice manager disseminated to teams	Launch of the new standard on 01/09/2024	Team meeting planned for April 2024
Skills scan document is focused on KSB and scoring of apprentice confidence and perceived ability	1. Create a new skills scan based on scenario questions and practical examples – a ‘robust’ question set	Head of Inclusion and QA lead, Employer Engagement team	ASAP – by the end of Summer 2024	Not yet started
Training plans do not reflect the outcomes of initial and diagnostic assessments. Apprentices follow the same six-week block induction programme	1. Adopt a new map of skills scan to inform initial learning objectives with the employer at first progress review 2. Apprentice line managers to be more active in induction and understanding what apprentices already know	All, including the employers	New process slow rollout immediately	First employers contacted to talk about a new onboarding process

Issues/ gaps identified	Proposed actions I commit to undertaking following this course	By whom	By when	Status
Our apprenticeship IA process may not be compliant because off-the-job hours calculations are not rigorous in our curriculum design	1. Review curriculum design to reflect off-the-job hours required to meet the planned learning objectives (readiness for EPA against all KSBs) 2. Make sure initial assessment includes identification of the need for the activity, chapter or module that is associated with the KSBs potentially known 3. Apply a robust validation of initial assessment responses in areas potentially known to determine if the individual is competent, requiring the component part of the programme or not, removing hours and funding when you are clear that the content is known	Apprenticeship manager	Urgent - latest 20/06/2024	The calculation process being reviewed by the external consultant All staff eligibility meeting April 2024
Our apprenticeship IA process may not be compliant because reductions are not applied correctly	1. Apply at least the ESFA minimum formula adjustment in systems. Review the system and make sure it uses hours removed from hours planned to establish a percentage of content reduction. Halve this percentage (e.g. a 50% content reduction is a 25% reduction to price) and applied to the maximum funding band 2. Apply robust compliance checks against the pricing applied in your contract for services with an employer and on programme data	Head of Inclusion and QA lead, Employer Engagement team	Urgent - latest 20/06/2024	Not started
Some apprentices do not have the opportunity to embed or even develop certain KSBs according to their plan	1. Review job role alignment to the planned standard's KSBs and duties in business development activities with the employer at a strategic level and/or at an individual level within the initial assessment process	Head of Inclusion and QA lead, Employer Engagement team	Urgent - latest 20/06/2024	Not started

Issues/ gaps identified	Proposed actions I commit to undertaking following this course	By whom	By when	Status
Some apprentices reach the end of their employment contract before the end of the end-point assessment	1. Add application information data capture contract expiry and use within your population monitoring	Head of Inclusion and QA lead, Employer Engagement team	Urgent - latest 20/06/2024	Discussions underway with leads
Some apprentices learning difficulties and disabilities are not identified within the IA process and we are not confident in claiming funding when we do identify	1. Screen for potential learning difficulties and disabilities within the initial assessment process, making sure you explain the context of why this is asked, i.e. the benefits of disclosure in reasonable adjustments being made, changed or additional resources. 2. Consider the materials you use for this screening and the additional use of soft questions in the IA process e.g. "Have you ever received additional time for exams when at school or in prior education?" 3. Ensure you implement robust needs assessment for those individuals with flagged potential needs and allocate resources to the design of robust support plans that address the phases of an apprenticeship programme. This plan should be communicated to the training officers who work with the apprentice and if consent is granted by the apprentice, shared with the line manager of the apprentice. 4. To support funding, ensure claims are only made with a valid plan in place and that resources are allocated to an effective monthly review of the effectiveness of the arrangements. Controls should exist to report the need for funding to stop if support is no longer required.	Head of Inclusion and QA lead, Employer Engagement team	Urgent - latest 20/06/2024	Not started

APPRENTICESHIP WORKFORCE DEVELOPMENT

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