

APPRENTICESHIP

WORKFORCE DEVELOPMENT

DELIVERED BY



SDN

SQW

UVAC
UNIVERSITY VOCATIONAL AWARDS COUNCIL

FUNDED BY



Department
for Education

Preparing Apprentices for End Point Assessment – Template Action Plan

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 **Preparing Apprentices for EPA** 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.

Preparing Apprentices for End Point Assessment – Template Action Plan

Action	Issues/ gaps identified from awd course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
1	We have not identified our risk and indicators of withdrawals related to EPA or their causes	1. Review our key performance indicators to ensure that these contain at early warning indicators for the typical profile of withdrawal causes 2. Identify the trigger thresholds for our indicators 3. Ensure that reporting of trends includes forecasting of data to aid early identification of possible issues at Standard, apprentice characteristic, cohort and overall programme 4. Ensure reporting includes visibility of reporting at all key governance groups and it is clear the action that each group must take in response	Apprenticeship Team Quality Team Governance Group	01/4/24	Complete
2	We are not checking whether apprentices feel confident or prepared ahead of their EPA or throughout the apprenticeship	1. Implement an EPA readiness survey with apprentices 2. Report findings to governance group 3. Add actions to SAR and QIP	Apprenticeship Team Quality Team	12/04/24	Complete
3	Not all staff understand their role, the apprentice role or the employer's role in contributing to an effective EPA. Not all staff understand their responsibilities for identifying and reporting risk.	1. Create staff EPA training relevant to each role and add to the suite of mandatory training for all staff supporting the apprenticeship – this includes guest tutors, temporary tutors, administrative staff, management and leaders 2. Update training policy and add to the mandatory training requirements for apprentice teaching, learning, coaching and assessment staff	Apprenticeship Leads with curriculum leads HR Tutors, markers, assessors,	01/05/24	In Progress

Action	Issues/ gaps identified from awd course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
		3. Implement training for existing and new staff as appointed - track attendance and compliance with this additional requirement	coaches, etc Governance group and staff leadership		
4	We are not confirming whether our EPA preparation activities are effective in supporting a successful EPA	1. Design and implement a gateway survey or discussion with apprentices 2. Design and implement a post EPA survey with apprentices 3. Report findings to governance group 4. Add actions to SAR and QIP	Apprenticeship team, quality, delivery team Apprenticeship team Apprenticeship team, governance group leadership	12/06/24	In Progress
5	We have not embedded EPA throughout the apprenticeship to support apprentice's confidence, familiarity with the EPA process or to check competence in skills required for the EPA	1. Design and implement activities that support EPA preparation across the apprenticeship a gateway survey or discussion with apprentices 2. Design and implement a post EPA survey with apprentices 3. Report findings to governance group Add actions to SAR and QIP	Curriculum leads, module leads, Apprenticeship Team	01/07/24	In Progress
6	We need to confirm whether we have a suitable intervention mitigation for the typical EPA causes in our different Standards using the characteristics of apprentices well-prepared for their EPA [use the Caseload Planner]	1. Review withdrawals data and identify reasons, common EPA related withdrawal points 2. Assess data and identify possible mitigations. 3. Develop into procedure and updated action plan, setting out clearly how to escalate issues and mitigations and which options	Curriculum Team Apprenticeship Team	12/07/24	In Progress

Action	Issues/ gaps identified from awd course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
		are available to coaches for immediate implementation 4. Update and train staff			
7	Employers are not sufficiently briefed on EPA content, process and EPA workplace preparation to deliver an effective supporting role	1. Create, with employer input /via the employer forum, an EPA guide for employers including examples of activity to take place in the workplace at key points in the apprenticeship journey 2. Test with one or more cohorts on one Standard and seek employer and apprentice feedback on the impact of this on their preparation and achievement. 3. Update guide in response to feedback 4. Share new documents with all employers and hold briefing and launch session, making the recording part of a specific tri-partite progress review during the apprenticeship lifecycle and again at the start of the final 6 months of the apprenticeship	Course Leads/Tutors/ Apprentice Coaches	31/7/24	Not Started
8	We are not using information from the initial assessment of employer and apprentice as part of the early assessment of EPA risk and indicators of withdrawals	5. Review our key performance indicators to ensure that these contain early warning indicators about the apprentice and their employer to enable a close targeted monitoring and early action planning 6. Identify the trigger thresholds for our indicators and use these to RAG rate apprentices during onboarding leading to	Apprenticeship Team Quality Team Governance Group	01/4/24	Complete

Action	Issues/ gaps identified from awd course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
		more granular monitoring and a differentiated tracking e.g. for those very new to job in an employer with a known poor track record of support 7. Ensure action plans are in place for apprentices at risk and reporting includes visibility of reporting for early RAG and risk at all key governance groups and it is clear the action that each group must take in response for current and future cohorts			
9	We are not checking whether apprentices feel confident or prepared ahead of their EPA or throughout the apprenticeship	4. Implement an EPA readiness survey with apprentices using or adapting the AWD Survey Resource 5. Report findings to governance group 6. Add actions to SAR and QIP	Apprenticeship Team Quality Team	12/04/24	Complete
10	We do not know whether the curriculum is effective in preparing apprentices for their EPA – activities must be designed together as part of a complementary strand of EPA preparation	4. Working with curriculum leads confirm how the curriculum activities contribute to an appropriate EPA preparation strand throughout the apprenticeship 5. Use the AWD lifecycle planning template to identify gaps and create new content or amend existing activities to respond to gaps in content, competence and confidence for tutors, apprentices and employer guidance 6. Train curriculum staff, coaches, tutors in the new EPA strand within the apprenticeship 7. Create briefing for apprentice and employers	Curriculum Leads Apprenticeship Team	01/05/24	In Progress

Action	Issues/ gaps identified from awd course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
11	Not all staff understand their role, the apprentice role or the employer's role in contributing to an effective EPA. Not all staff understand their responsibilities for identifying and reporting risk.	8. Create staff EPA training relevant to each role and add to the suite of mandatory training for all staff supporting the apprenticeship – this includes guest tutors, temporary tutors, administrative staff, management and leaders 9. Update training policy and add to the mandatory training requirements for apprentice teaching, learning, coaching and assessment staff 10. Implement training for existing and new staff as appointed - track attendance and compliance with this additional requirement	Apprenticeship Leads with curriculum leads HR Tutors, markers, assessors , coaches, etc Governance group and staff leadership	12/06/24	In Progress
12	Employers are not sufficiently briefed on EPA content, process and EPA work place preparation to deliver an effective supporting role	5. Create, with employer input /via the employer forum, an EPA guide for employers including examples of activity to take place in the workplace at key points in the apprenticeship journey 6. Test with one or more cohorts on one Standard and seek employer and apprentice feedback on the impact of this on their preparation and achievement. 7. Update guide in response to feedback 8. Share new documents with all employers and hold briefing and launch session, making the recording part of a specific tri-partite progress review during the apprenticeship lifecycle and again at the	Course Leads/Tutors/ Apprentice Coaches Apprenticeship Team, employer engagement team	01/07/24	In Progress

Action	Issues/ gaps identified from awd course/ session	Proposed actions I commit to undertaking following this course	By whom	By when	Status
		start of the final 6 months of the apprenticeship			
13	We are not confirming whether our EPA preparation activities are effective in supporting a successful EPA – we do not have an EPA preparation quality cycle	5. Design and implement a quality reporting monitoring and forecasting cycle throughout the apprenticeship lifecycle– use the AWD ‘well prepared apprentice’ checklist and the survey resource as part of this design 6. Create reporting cycle to governance group 7. Create clear roles and activities in the cycle for apprentice feedback, employer engagement, staff feedback 8. Embed the SAR and QIP review and update into the cycle 9. Make reporting, roles and responsibilities for apprenticeship staff clearly measurable and documented through policies and procedures 10. Train staff and communicate the new cycle and its components	Apprenticeship team, quality, delivery team Apprenticeship team Apprenticeship team, governance group leadership	12/07/24	In Progress
14	We need to confirm whether we have a suitable intervention mitigation for the typical EPA causes in our different Standards using the characteristics of apprentices well-prepared for their EPA	5. Review withdrawals data and identify reasons, common EPA related withdrawal points 6. Assess data and identify possible mitigations. 7. Develop into procedure and updated action plan, setting out clearly how to escalate issues and mitigations and which options are available to coaches for immediate implementation 8. Update and train staff	Curriculum Team Apprenticeship Team	31/7/24	Not Started

