



10 Questions

Prompts to question Apprentices

Intent
Implementation
Impact
Behaviour & attitudes
Personal development

Introduction

The EIF states inspectors will speak with learners to evaluate their experience and progress. As part of your QA process you may wish to explore the following prompts.

Using Questions to Improve Standards

Use question prompts as part of your observations or deep dives so that you know what learners might say when questioned and identify further developmental work or CPD.

Q. Lines of enquiry, what have apprentices learnt?

1 Find out how the apprentice joined the programme, how they were recruited and not simply 'sent' by the employer and accepted without rigorous IAG.

2 Are apprentices making good progress, are they aware of milestones? Do they see a link between their learning both on- and off-the job? Does the apprentice get enough time for off-the-job learning?

3 Find out how regularly apprentices are seen at work by the provider mentor, frequency of reviews, what's discussed, do reviews help them make progress?

4 Do apprentices value the targets set? Ask for examples, impact of targets, do targets make a difference and how, is the employer involved in setting and monitoring targets?

5 Are apprentices aware of the different elements of their qualification. Do apprentices know how well they are progressing, and make identifiable progress from their starting point, how do you know?

6 Do apprentices know more now than when they started, can the apprentice explain what they can do now they couldn't do before, ask for examples.

7 What do apprentices know and learn about safeguarding, Prevent and British Values? Can apprentices relate this to their workplace? Ask what you would do if there was a serious incident when at work?

8 Find out how learners use English, maths and digital skills at work, ask for examples. Find out whether English and maths are covered in the content of their normal lessons. Check functional skills too?

9 Determine whether apprentices feel there is a joined-up approach between learning at work and learning at the provider.

10 How well does the employer understand, participate in, plan work to match your training?

Responses expected

Formal application process with provider and employer interviews, took an initial assessment and results discussed together with any upskilling planned. Job description discussed.

Apprentices understand their progress and clear about different aspects of the full apprenticeship, where they are in relation to completing training as opposed to time served.

Review discusses where I need to improve, employer is involved. Discuss staying safe, understanding radicalisation and what's meant by British values.

Targets set by tutor and followed up weekly, also targets set at review and employer sets targets as well. These are easy to understand but require some hard work.

Can explain the different elements to be achieved and functional skills requirements. Able to quote how many units completed and still to do. Able to fit progress into a time-frame and know when the end deadline is, also know about EPA.

Apprentices will readily relate tales of skills developed, what they are able to do at work and how well they've progressed from their first day.

Know what being safe is about, and aware of the dangers of radicalisation, can explain how British values links to work. Important apprentices can link to work and social life.

Have a provider set project linked to work where we need to produce a report showing how we can improve production and save costs. Can offer examples where English & maths are used at work.

Tutors discuss progress. Targets are linked to tutor and employer discussions.

Mentor discusses tasks to do with employer and employer has a list of tasks I need to do at work. This last point is essential for implementing a sequenced delivery.