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# **QUALITY ASSURANCE PROCESS FOR INITIAL NEEDS ASSESSMENT, INDIVIDUAL LEARNING PLANS AND INDIVIDUAL LEARNER PROGRESS REVIEWS**

## **Purpose**

## Initial Needs Assessment (INA), Individual Learning Plan (ILP) and Individual Learner Progress Reviews (ILPR) are central to high-quality apprenticeships. The Initial Needs Assessment determines the eligibility of the apprentice for the apprenticeship programme and funding, it also identifies the apprentices starting point and potential. This facilitates the development of the Individual Learning Plan that builds on the apprentices previous learning, teaching and experience to develop the new knowledge and skills required to be occupationally competent. Individual Learner Reviews focus on the progress of the apprentice across the apprenticeship. These key elements of an apprenticeship ensure individual apprentices make good progress from their starting point as they proceed towards the Gateway and the End Point Assessment. The University robustly quality assures these processes to ensure they stands up to internal and external scrutiny and confirm compliance.

## **Responsibility**

The Head of Department is responsible for ensuring that quality assurance processes are implemented and their impact, with noteworthy practice or concerns escalated to the Deputy/Head of School, College Director for LTQE and employers.

## **Key Quality Assurance Processes**

## **Staff development/training**

All staff involved in completing INAs, ILPs, ILPRs need to receive timely and effective training, including University staff and employers/assessors.

## **Accurate and timely completion and central storage**

Clearly identified timeframes for the completion of documentation, by appropriately trained staff using version-controlled templates. All completed documentation stored electronically, with a central repository and shared as appropriate to facilitate high quality individualised education, to meet funding requirements and ensure compliance.

## **Audit and moderation**

All INAs are audited for compliance, with a minimum of 10% sample of completed ILPs and ILPRs moderated at least annually using a subject/course designed checklist/moderation form.

## **Identification and sharing of good practice**

Good practice identified from observation/audit/moderation processes are shared with Head of Department, LTQE, Apprenticeship Programmes Sub-Committee, staff development meetings and annual review events.

## **Impact**

Involvement of course team, employers and apprentices focusing on the impact of the INA, ILP and ILPR processes on apprentice progression from their starting point, via annual review event, course AER and individual apprentice impact studies.

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**SCHOOL QUALITY ASSURANCE RESPONSIBILITIES TEMPLATE**

**FOR INITIAL NEEDS ASSESSMENT (INA), INDIVIDUAL LEARNING PLANS (ILP) AND INDIVIDUAL LEARNER PROGRESS REVIEWS (ILPR)**

The template should be completed as supplementary evidence for the approval process.

*Guidance on completing the responsibilities template is provided below in italics.*

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| **Staff development**  Training for all staff involved in completing INAs, ILPs, ILPRs including University of Worcester (UW) provided training for employers/assessors  To include examples of good practice, annotated examples of how to complete the documentation and written guidance/checklist  Annual updates  Record of training maintained | **School Responsibilities**  *INA/ILP training provided by HoD/DHoS for UW staff prior to recruitment. Training arranged and attendance recorded by the apprenticeship administrator.*  *ILPR training provided by HoD/DHoS for UW staff annually. Training arranged and attendance recorded by the apprenticeship administrator.*  *INA/ILP/ILPR training provided by a university representative for employers. Training arranged and attendance recorded by an administrator.*  *Attendance at training to take place annually with follow up via HoD and through employer reviews.* | **When?**  Annually.  All staff to complete annually |

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| **Documentation**  Completed by staff who have undertaken training  Completed in appropriate version-controlled template  All documentation signed and dated by apprentice, employer representative and course representative  Completed and stored electronically  Central storage/access to documentation, with access for appropriate members of the course team e.g. PATs | *Administrator responsible for compliance audit and documentation storage/organisation/sharing*  *Apprentice applicant completes the INA prior to selection event, shared with employer and UW representative, discussed as part of selection process*  *Course Lead/university representative/employer support apprentice to complete ILP*  *University representatives complete ILPRs with employer representative and apprentice*  *Compliance and quality audits completed*  *Review by HoD*  *Quarterly deadlines aligned with employer reviews, apprentice progress trackers and reporting of KPIs*  *Oversight by DHoS and SMT* | *INA completed prior to recruitment*  *ILPR completed quarterly*  *Compliance audits quarterly* |

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| **Initial Needs Assessment**  Once completed facilitates:  Funding eligibility  RPL processes where previous learning identified  Completion of the individual learning plan  Where applicable ILP to identify any KSBs (linked to specific module/work-based learning outcomes) where apprentices need stretch and challenge activities | *INA shared by an administrator with the apprentice applicant prior to selection event with guide for completion (only applicants with completed INA are invited to interview)*  *Compliance audit by a university representative*  *Employer and UW selection team use INA to inform interview discussion/process*  *Potential RPL identified by selection team and shared with Course Lead/Admissions Tutor to complete any RPL claims and liaise with Director of Apprenticeships to review fees if RPL applied and confirm length of revised programme meets apprenticeship funding rule requirements (currently 12 months)*  *Course Lead/university representative quality audit INA prior to apprentice starting on programme.*  *Course Lead/university representative to meet with and support apprentices during introduction to HE week to complete ILP to ensure it reflects their individual INA*  *Oversight by HoD* | *INA completed prior to recruitment*  *INA compliance undertaken before apprentice start on the apprenticeship*  *RPL undertaken prior to starting on the apprenticeship*  *During induction week* |

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| **Progress Tracker**  RAG-rated progress trackers completed quarterly compiling data from ILP, dates and data from ILPRs, attendance monitoring, academic progress and practice progress on apprenticeship  Shared with employer prior to quarterly employer reviews | *ILPR dates scheduled on the commitment statement by Course Lead/university representative with oversight by HoD*  *ILPRs meetings arranged by an administrator to reflect scheduled dates*  *ILPRs undertaken with the apprentice by a university and employer representative*  *ILPR compliance audit completed by an administrator and ILPR moderation completed by Course Lead/university representative*  *Administrator maintains apprentice evidence packs*  *Progress Tracker prepared by an administrator, reviewed by the Course Lead*  *Oversight by HoD ensuring apprentices are on target to meet gateway requirements in a timely manner*  *Progress Tracker shared with Director of Apprenticeships and employers*  *Quarterly employer reviews completed by a university representative with HoD oversight*  *Quarterly report on employer reviews presented at the Apprenticeship Programmes Sub-Committee* | *ILPRs scheduled quarterly – Oct, Jan, April, July*  *Compliance audit taken as part of updating progress trackers quarterly*  *Progress reviews undertaken quarterly*  *Report to APSC quarterly* |

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| **Evaluation**  Annual review (observation) of ILPR process for all staff members completing them  Written constructive feedback provided using observation template which reflects the requirements of the Ofsted Inspection Framework  Team members to identify impact of feedback on their completion of ILPRs | *Annual observation of all UW staff undertaking ILPRs, using the ILPR observation template completed by HoD/Learning and Teaching co-ordinator*  *Individual feedback to UW staff*  *Key themes identified and shared via a staff development activity, with short report provided for the Apprenticeship Programmes Sub-Committee* | *Annual observation of all staff undertaking ILPRs*  *Report to APSC quarterly* |

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| **Moderation**  INAs audited  A sample of ILPs and ILPRs moderated at least annually  Moderation led by course lead or nominee  Moderation report reflecting the requirements of the Ofsted Inspection Framework produced identifying common themes, good practice and areas for development and shared with course team/PAT’s/module leads | *INAs audited prior to apprentice starting on programme, with initial compliance audit and follow-up by the Apprenticeship Administrator. Quality audit completed by Course Lead/University representative, oversight by HoD*  *ILP compliance audit completed by an Administrator, who liaises with PAT/university representative to follow up completion*  *ILPs Moderation annually by CL/university apprenticeship, oversight by HoD*  *ILPRs compliance/completion audit by an administrator, ILPRs sample (min one from each employer/10%) moderated and report completed bi-annually by Course Lead/university representative, oversight by HoD*  *INA/ILP/ILPR audit and moderation processes support quarterly reporting of KPIs with oversight by Head of Apprenticeships & DHoS*  *Key themes identified and shared via a staff development activity, with short report provided for the Apprenticeship Programmes Sub-Committee* | *INAs audited annually prior to start of apprenticeship*  *Annual moderation of ILP – semester one*  *ILPR compliance audit – quarterly*  *ILPR moderation and completion of moderation report bi-annually*  *APSC report bi-annually* |

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| Noteworthy practice from reports of moderation of ILP and ILPR’s shared with  College Director LTQE & Apprenticeship Programmes Sub-Committee |

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| Bi-annual report from Head of Department to School Senior Management Team and LTQE |

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| Annual review event focusing on the impact of INA, ILP & ILPR processes involving employers, apprentices and course team |

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| **Course AER & Enhancement Plans**  Course AER/enhancement plan and School Self-Assessment Report to include an evaluation and identification of the impact of INA, ILP and ILPR processes on apprentice progression from their starting point |

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| **Impact Studies**  Individual apprentice impact studies to demonstrate how the INA facilitates RPL and feeds into the development of the ILP and how progress is tracked using the ILPR process and demonstrates student progression and achievement from their starting point |

**Approval/Review Table**

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| **Item** | **Notes** |
| Version Number | V1.0 |
| Date of Approval | May 2022 |
| Approved by | Apprenticeship Programmes Sub-committee |
| Department | Academic Quality Unit |