



Quality assurance of apprenticeship provision

Procedure

Version: 4.00
Status: FINAL
Date: 01/10/2026

Quality Assurance of Apprenticeship Provision Procedure

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Quality Assurance of Apprenticeship Provision Procedure

1. Introduction

This document outlines the procedures designed to assure the quality of those elements of the University of the Built Environment's higher education apprenticeship provision that sit outside the delivery of academic awards. It should be read alongside the University's 'Quality Assuring Apprenticeship Provision' policy (see Appendix A), which sets out the University's strategic intent and commitment to delivering high-quality apprenticeship programmes that meet the needs of learners, employers, and industry.

Quality assurance activities, including sampling of written records and observations, form a fundamental part of how the University evaluates the effectiveness of its provision. These activities enable the University to evaluate the effectiveness of delivery and its impact on learner outcomes. They support the identification of strengths and areas for development, with a clear focus on improving the learner experience, promoting progress, and ensuring timely achievement.

Through these activities, staff receive constructive, developmental feedback that supports reflective practice and professional growth. This contributes to a culture of continuous improvement, ensuring that provision remains responsive, effective, and aligned to employer and apprentice needs. The evidence gathered through quality assurance activities is used systematically to inform self-assessment, drive improvement planning, and demonstrate impact.

This procedure is structured into sections that address the different aspects of apprenticeship provision and set out how quality assurance mechanisms will be implemented and monitored. The final section details the processes in place to assure the quality, consistency, and reliability of quality assurance activities themselves, ensuring they provide a robust and accurate evaluation of provision.

1.1 Scope of this Procedure

The table below outlines the activities that fall within the scope of this procedure and the quality assurance mechanisms that apply to them.

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Activity	In Scope of this Procedure	Quality Assurance Method
Apprentice Progress Reviews	Yes	Sampling of written records and observation of practice
Professional Practice Workshops	Yes	Observation of delivery, review of learner participation and feedback, and monitoring of apprentice outcomes
Technical Desktop Reviews	Yes	Sampling of written records and review of feedback provided to apprentices
Informal apprentice and employer support (e.g. emails, telephone calls, online messages, ad hoc meetings)	Indirectly	May be considered as supporting evidence during sampling activities, observations, learner feedback reviews, complaints investigations, or other quality assurance processes where relevant
Academic module delivery and assessment	No	Covered through the University's academic quality assurance framework
End-Point Assessment (EPA) delivery and assessment	No	Quality assured by the relevant End-Point Assessment Organisation (EPAO) and external regulatory requirements
Employer engagement activities not directly related to apprenticeship delivery	No	Covered through relevant operational and management processes

Activities not listed within this table may be considered within the scope of quality assurance where they provide relevant evidence relating to the quality, effectiveness, or impact of apprenticeship provision.

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2. Quality Assurance Activities

This section sets out the mechanisms through which the University assures the quality of its apprenticeship provision. The University's approach to quality assurance is designed to be proportionate, effective, and focused on impact. It is not driven by overly complex processes or administrative burden, but instead by the University's strategic ambition to be recognised as a Centre of Excellence for Built Environment Education, underpinned by its core values:

- Excellence: We aim high
- Passion: We care about what we do
- Integrity: We put fairness first
- Support: We support and respect each other

Quality assurance activity is planned and delivered through a combination of cyclical and risk-based approaches. This ensures that assurance activity is both systematic and responsive, focusing resource where it will have the greatest impact on improving the quality of provision, learner progress, and outcomes.

Quality assurance activities, including sampling of written records and observations, are used to evaluate the effectiveness of delivery, support, and progress across apprenticeship programmes. These activities provide evidence of how well provision is implemented in practice and the extent to which it enables learners to develop the knowledge, skills, and behaviours required for successful completion and progression.

Quality assurance activity will include, but is not limited to, the following:

- Apprentice progress reviews
- Professional practice workshops
- Technical desktop reviews

While the primary focus of quality assurance activity relates to the formal delivery activities outlined in Sections 2.1 to 2.3, the University recognises that apprentices may also receive support through informal interactions, including emails, telephone calls, online messages, and ad hoc meetings.

Such interactions are not routinely subject to standalone quality assurance activity but may be reviewed as part of sampling, observation, complaint investigations, learner feedback, or other quality assurance processes where they provide relevant evidence regarding the quality, effectiveness, and responsiveness of support provided to apprentices and employers.

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Findings from quality assurance activities directly inform the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP), ensuring that identified themes drive strategic and operational improvement.

2.1 Apprentice progress reviews

Progress review sessions are a fundamental component of the University's apprenticeship provision, ensuring that apprentices receive effective support in the workplace and access their required minimum off-the-job training. These reviews provide a structured opportunity to assess apprentices' progress against the knowledge, skills, and behaviours (KSBs) set out within the apprenticeship standard, as well as progress towards key milestones, including readiness for gateway and End-point assessment.

Progress reviews are conducted with active employer involvement, ensuring that learning remains relevant, applied, and aligned to workplace expectations. This collaborative approach supports a clear line of sight between on- and off-the-job learning and enables timely identification of any barriers to progress.

Reviews are conducted at intervals of no more than 12 weeks, in line with regulatory expectations, and to ensure that apprentice progress is closely monitored and supported. The effectiveness and timeliness of progress reviews are underpinned by clearly defined Key Performance Indicators (KPIs), which are monitored through the University's institutional performance frameworks.

These KPIs are embedded within the Performance Development Review (PDR) objectives of Apprenticeship Outcomes Officers and are monitored at an individual level through regular one-to-one meetings and structured caseload review processes. This ensures accountability, consistency, and a sustained focus on improving learner progress, experience, and timely achievement.

2.2 Professional Practice Workshops

Professional practice workshops form a key, interactive component of specified apprenticeship programmes delivered by the University. These workshops are designed to support apprentices in preparing effectively for their End-Point Assessment (EPA) and to ensure they are equipped with the professional confidence and competence required for successful completion and progression.

The workshops provide structured and targeted support, including guidance on interview techniques, and facilitated development of key documentation such as the Summary of Experience. They also enable apprentices to engage in reflective practice and to consolidate their understanding of key competency requirements.

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Through these workshops, apprentices receive focused support to assist them in being able to demonstrate achievement of all mandatory competency requirements. This includes clarifying expectations, addressing any gaps, and reinforcing professional standards aligned to industry expectations.

As part of the University's quality assurance approach, these workshops contribute to ensuring that apprentices are consistently well prepared for gateway and EPA, supporting timely achievement and positive outcomes.

Quality assurance activity relating to Professional Practice Workshops includes the observation of delivery, review of learner participation and feedback, and monitoring of apprentice outcomes. These activities provide assurance that workshop content remains accurate, current, aligned to apprenticeship standards and responsive to employer and industry requirements.

Findings from workshop quality assurance activities are used to identify strengths, areas for improvement and staff development needs, contributing to continuous improvement across apprenticeship provision and supporting positive apprentice outcomes. Observation outcomes are reviewed within scheduled one-to-one meetings between Technical Managers and their line managers, where feedback is discussed and appropriate development actions agreed. Observation findings form part of the evidence base for the Performance Development Review (PDR) process and are used to support ongoing professional development, recognise effective practice, and ensure the continued delivery of high-quality apprenticeship provision.

2.3 Technical Desktop Reviews

Apprentices are required to develop and maintain a portfolio of evidence, summary of experience, or logbook that clearly demonstrates their achievement of the knowledge, skills, and behaviours (KSBs) specified within the relevant apprenticeship standard.

Technical desktop reviews form a key element of the University's quality assurance approach to supporting apprentices in meeting these requirements. These reviews provide structured, developmental guidance to apprentices, and where appropriate their employers, to ensure that evidence is of an appropriate quality, breadth, and relevance to meet the expectations of the standard and End-Point Assessment (EPA).

Through these reviews, apprentices receive targeted feedback on the completeness and quality of their submissions, supporting them to identify gaps, strengthen their evidence, and reflect on their progress.

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This process enables timely intervention where required and supports apprentices to remain on track with programme milestones.

Technical desktop reviews also contribute to ensuring apprentices are effectively prepared for gateway and EPA by confirming readiness and reinforcing understanding of assessment requirements. As such, they play an important role in supporting progression, promoting timely achievement, and ensuring positive outcomes.

While Technical Desktop Reviews primarily provide developmental support to apprentices, they also generate evidence that contributes to the University's quality assurance framework. The quality and consistency of Technical Desktop Reviews are monitored through the sampling of written records, enabling the University to assure itself that apprentices are receiving effective guidance, feedback and support. Findings from sampling activities are used to identify strengths, development needs and opportunities for improvement within apprenticeship provision.

Findings from Technical Desktop Review sampling activities are discussed with Technical Managers through regular one-to-one meetings, providing an opportunity to reflect on practice, review the quality and consistency of feedback provided to apprentices, and agree any required development actions. Outcomes from these quality assurance activities also inform the Performance Development Review (PDR) process, supporting the recognition of effective practice, the identification of professional development needs, and the continued enhancement of apprenticeship provision in line with the University's quality standards.

3. Types of Quality Assurance activities

The University's quality assurance framework adopts a holistic approach, combining the sampling of written records with direct observation of practice. Together, these activities provide a comprehensive, 360-degree view of the quality of apprenticeship provision. Observations enable the University to evaluate the quality of delivery, communication, coaching and stakeholder engagement in live interactions, whilst sampling of written records provides assurance regarding the quality, accuracy, compliance and effectiveness of documentation and follow-up actions. This combined approach recognises that strengths and areas for development may differ across aspects of practice. By evaluating both elements, the University can form a balanced assessment of performance, identify development needs more accurately and ensure that quality improvement activities are targeted and effective.

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3.1 Sampling of written records

The University's Internal Quality Assurance process for written records associated with the delivery activities outlined in Sections 2.1 and 2.3 is essential to maintaining high standards across apprenticeship provision.

The Internal Quality Assurer (IQA) responsible for each delivery element will determine the volume, frequency, and focus of sampling activity. This will be informed by a risk-based approach, considering factors such as programme performance, staff experience, audit findings, and any identified areas of concern. Sampling plans will be agreed in collaboration with the Head of Apprenticeship Outcomes to ensure appropriate oversight and consistency.

Sampling will include a balanced approach, combining targeted, risk-based reviews with a proportion of randomly selected records. This ensures objectivity, consistency, and a comprehensive understanding of practice across the Outcomes function.

Where specific risks or issues are identified within particular apprenticeship programmes or teams, the sampling strategy may be adapted to increase the breadth and depth of review, enabling more detailed scrutiny and timely intervention.

For each delivery activity, IQAs will undertake sampling and monitoring of practice with the following aims:

- To ensure that required standards and expectations are consistently applied by all Outcomes staff
- To identify strengths, areas for improvement, and any staff development needs
- To ensure that apprentices are appropriately supported, informed, and engaged in the delivery process
- To evaluate the quality and effectiveness of written records in supporting learner progress, experience, and outcomes

3.1.1 Frequency and format of sampling of written records

Internal Quality Assurers (IQAs) are responsible for maintaining accurate, up-to-date records that evidence all Internal Quality Assurance activity. These records must be clearly structured, quality assured, and readily accessible to support internal monitoring, audit requirements, and review by external stakeholders.

Each sampled record will be assessed against defined quality criteria (see Appendices B & C), ensuring consistency, transparency, and alignment with expected standards.

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The frequency and format of sampling activity will reflect the agreed risk-based approach, ensuring that scrutiny is proportionate and focused on areas of greatest impact.

Following the completion of sampling and monitoring activities, IQAs will arrange a structured feedback meeting with the relevant Apprenticeship Outcomes Officer / Assistant Apprenticeship Officer / Technical Manager. This meeting will:

1. Provide staff member with a copy of the completed sampling record
2. Deliver clear and constructive verbal feedback, identifying strengths and areas for improvement
3. Agree appropriate actions where required, including the implementation of a formal development plan in cases where significant risks or concerns are identified

All Internal Quality Assurance records will be stored within a centralised system to ensure consistency, version control, and ease of access. These records will be subject to regular moderation and, where appropriate, standardisation activity to ensure reliability, consistency of judgements, and alignment of practice across the provision.

3.2 Observations

The University operates a formal observation process designed to assure and enhance the quality of delivery across progress reviews and apprenticeship professional practice workshops. This process is a key mechanism for evaluating how effectively provision is implemented in practice and the extent to which it supports positive learner experiences and outcomes.

Observations are conducted within a structured and supportive framework, with a clear focus on continuous improvement. The process is intended not only to uphold high standards of delivery but also to support staff in developing and refining their professional practice.

Central to this approach is the promotion of a constructive and developmental culture. Observations provide opportunities for meaningful feedback, enabling staff to reflect on their practice, recognise strengths, and identify areas for development. Effective practice is systematically identified, shared, and embedded across the provision to drive consistency and ongoing enhancement.

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The outcomes of observation activity form an integral part of the University's continuous professional development (CPD) approach. Insights gained are used to inform individual and team development plans, ensuring that CPD is targeted, evidence-based, and aligned to identified needs. This supports sustained improvement in practice and contributes to the overall quality of apprenticeship provision. Through this process, the University ensures that delivery remains aligned to expected standards, responsive to learner and employer needs, and focused on supporting apprentice progress, engagement, and achievement.

3.2.1 Observations frequency, grading and follow-up actions

At the commencement of each academic year, the Head of Apprenticeship Support will establish an annual observation cycle for the forthcoming year. All Apprenticeship Outcomes Officers (AOOs), Assistant Apprenticeship Officers (AAOs), and Technical Managers involved in professional practice workshop delivery are required to participate in a minimum of one formal observation per academic year.

Additional observations will be undertaken on a risk-based approach to ensure that quality assurance activity is targeted and proportionate. Circumstances where additional observations may be required include, but are not limited to:

- Where a member of staff has not met the required standard in a previous observation
- Where an apprentice or employer complaint has been received
- In response to feedback from stakeholders or external consultants
- As part of a new staff member's development plan
- As part of an existing staff member's targeted development plan
- At the request of the staff member

All newly appointed AOs, AAOs, and relevant Technical Managers will undertake a developmental observation during their probationary period, followed by a formal observation within six months of commencing delivery.

Observations will be conducted in accordance with the responsibilities outlined in Section 3.2.2 and assessed against the grading criteria detailed in Appendix D. Observees will normally receive a minimum of two working days' notice within a five-day observation window via email. However, the University reserves the right to undertake unannounced observations where appropriate.

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As part of the notification process, observees will be informed of the documentation and evidence required for the observation. This may include planning documentation, learner and employer information, previous review records, progress tracking information, workshop resources, action plans, and any other materials relevant to the effective preparation and delivery of the activity being observed.

Observation judgements will focus on the effectiveness of planning, preparation and delivery, and the impact these have on apprentice progress, development and achievement. In reaching a judgement, observers may consider supporting documentation and preparatory activity, including learner information, previous review actions, progress data, review planning records, workshop materials, and any other evidence demonstrating how the activity has been designed to meet apprentice and employer needs. This enables potential risks, gaps or development needs to be identified at an early stage and supports timely intervention before they negatively impact the apprentice experience or outcomes. All observations will be evaluated against role-specific standards as set out in the relevant appendices (Appendices D & E).

To ensure consistency, transparency, and alignment with national quality expectations, the University adopts a grading scale aligned to Ofsted frameworks:

- **Exceptional** – Highest quality provision; meets all strong standards and additional criteria
- **Strong Standard** – Exceeds baseline expectations and performs very well across criteria
- **Expected Standard** – Secure practice meets all required standards and supports effective apprentice progress and outcomes
- **Needs Attention** – falling short in certain areas and will be subject to monitoring/development
- **Urgent Improvement** – Serious shortcomings or failing practice; triggers rapid accountability intervention

The use of Ofsted-aligned judgements provides a robust and recognised benchmark for evaluating quality. This approach supports consistent and objective assessment, enables clear identification of strengths and areas for improvement, and ensures that appropriate levels of support, intervention, and professional development are applied.

Following the observation, verbal feedback will be provided as soon as practicable. Written feedback will be issued within 10 working days and will include clear identification of strengths, areas for development, and agreed actions.

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Where development is required (needs attention), this may include:

- Intensive action planning
- Shadowing with a more experienced colleague or mentor
- Participation in internal or external training and development activities
- One-to-one coaching from a manager or colleague
- Increased scrutiny and monitoring
- Re-observation

Where urgent improvement is required:

- Immediate escalation to the Head of Apprenticeship Support and the Head of Apprenticeship Outcomes
- Implementation of an immediate and formal, targeted, performance improvement plan with defined review and re-observation points
- Enhanced monitoring and scrutiny
- Potential restrictions to delivery

Outcomes from observations will contribute directly to individual and team Continuous Professional Development (CPD) plans and will form part of ongoing one-to-one discussions and the Performance Development Review (PDR) process. This ensures that development activity is targeted, evidence-informed, aligned to identified areas for improvement, and appropriately recognised within the University's wider performance and development framework. While the Expected Standard represents secure and effective practice, the University's quality assurance approach is designed to promote continuous improvement beyond this baseline. Observation feedback will identify opportunities for staff to further enhance their practice, progress towards Strong Standard and Exceptional delivery, and contribute to the sharing and embedding of effective practice across apprenticeship provision.

3.2.2 Responsibilities of the observer

The observer is responsible for ensuring that observation activity is conducted in a professional, consistent, and timely manner, aligned to this procedure. The observer's responsibilities include:

- Notifying the observee of the observation in line with the requirements set out in this procedure
- Exercising professional judgement and discretion, including deferring observations where there are valid extenuating circumstances
- Conducting the observation in a fair, objective, and supportive manner, with a focus on the impact of practice on apprentice progress, development, and achievement

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- Providing clear and constructive verbal feedback as soon as practicable but, as a minimum, within five working days of the observation
- Providing high-quality written feedback within 10 working days of the observation, clearly identifying strengths, areas for development, and agreed actions
- Completing the formal observation record accurately and in full, ensuring it is uploaded to the designated central storage area (e.g. Microsoft Teams/Word) within 20 working days of the observation

Observers are also responsible for ensuring that feedback is developmental and supports reflective practice, contributing to continuous improvement and informing individual Continuous Professional Development (CPD) planning.

3.2.3 Responsibilities of the member of staff being observed

The member of staff being observed is responsible for actively engaging with the observation process and supporting its effective implementation. Their responsibilities include:

- Notifying the observer of any changes to the schedule of the observed activity at the earliest opportunity
- Providing the observer with appropriate access to the activity being observed (e.g. calendar invitations, links to online sessions, or relevant materials)
- Preparing appropriately for the observation, ensuring that all required documentation and evidence are available as outlined in this procedure
- Engaging professionally with the observation process, including participation in feedback discussions
- Reflecting on and acting upon the feedback provided, demonstrating a commitment to continuous improvement in practice

Through active participation in the observation process, staff contribute to maintaining high standards of delivery and to the ongoing enhancement of the apprentice experience and outcomes.

4. Quality Assurance of QA Activities

4.1 Appointment of Quality Assurance Individuals

The Head of Apprenticeship Support and/or the Head of Apprenticeship Outcomes is/are responsible for the selection and appointment of Internal Quality Assurers (IQAs) and Observers.

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All individuals appointed as either IQA or Observer must meet the eligibility criteria set out in Appendix F. These criteria ensure that those undertaking sampling or observation activities possess the professional expertise, apprenticeship knowledge, coaching skills and quality assurance capability required to make valid, reliable and developmental judgements. All individuals appointed will need to complete the relevant training and will also receive ongoing training to ensure they provide good-quality feedback.

4.2 Standardisation and Moderation of Quality Assurance Activities

To ensure consistency, reliability and accuracy of quality assurance judgements, the University operates a structured approach to the standardisation and moderation of both Internal Quality Assurance sampling activities and observation activities. This ensures that judgements relating to written records, delivery practice and feedback are applied consistently across all apprenticeship provision.

Standardisation activities are conducted on a regular basis and involve IQAs and observers reviewing and discussing quality assurance outcomes collectively. This ensures a shared understanding of quality criteria, observation judgement characteristics, sampling requirements and the consistent application of standards across the provision. Standardisation activities may include the review of sampling records, observation reports, joint observations, joint sampling activities, and the discussion of borderline or complex cases.

Observers and IQAs will also be supported through training, standardisation activities and exemplification materials that provide practical examples of the characteristics associated with quality assurance judgements. This will support a shared understanding of what constitutes Expected Standard, Strong Standard and Exceptional practice, helping to ensure consistency, reliability and transparency in the application of judgements.

For IQAs, standardisation activities may include the comparison of sampling decisions, review of identified strengths and areas for development, and discussion of actions arising from sampling activities. This supports consistency in the application of the quality criteria contained within the relevant sampling records and promotes a shared understanding of effective practice.

Moderation processes provide additional oversight and assurance of the quality, consistency and validity of judgements.

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This may include the review of completed observation records and sampling records by the Head of Apprenticeship Support, Head of Apprenticeship Outcomes, or a designated senior colleague, particularly where there are discrepancies in judgement, high-risk findings, or outcomes that indicate significant strengths or areas for concern.

Where inconsistencies are identified, appropriate action will be taken. This may include further training, coaching, mentoring, supported sampling activities, joint observations, or additional moderation to ensure alignment of practice across all IQAs and observers.

The outcomes of standardisation and moderation activities are used to inform the ongoing development of IQAs and observers, contribute to the continuous improvement of quality assurance processes, and ensure that judgements are fair, evidence-based, robust and reliable. This supports the integrity of the University's quality assurance framework and provides confidence in the consistency and effectiveness of quality assurance activities.

4.3 Appeals process

There is no formal right of appeal against the professional judgement arising from an Internal Quality Assurance sampling activity or observation. However, members of staff may request an additional sampling activity, observation, joint observation, or moderated review where they believe further quality assurance would be beneficial.

Where a member of staff has concerns regarding the way in which a quality assurance activity has been conducted, including concerns relating to fairness, process, conduct, or the application of this procedure, these should be raised initially with the Head of Apprenticeship Support or Head of Apprenticeship Outcomes.

Where a concern cannot be resolved informally, staff should follow the relevant University policies and procedures, including, but not limited to, the Grievance Policy, Dignity at Work Policy, or other applicable Human Resources procedures.

Requests for further sampling, observations, or moderation activities will normally be undertaken by an alternative Internal Quality Assurer, Observer, or senior colleague to provide additional assurance that judgements are fair, consistent and evidence based.

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4.4 Records of Quality Assurance Activities

The signed and dated sampling record or observation record will be shared with the relevant line manager to ensure that any follow-up actions, support requirements, or development activities can be discussed, agreed and recorded through the appropriate performance management process. These records will inform ongoing one-to-one discussions, Performance Development Reviews (PDRs), and Continuous Professional Development (CPD) planning, ensuring that strengths are recognised, development needs are appropriately supported, and agreed actions are monitored to completion. Where examples of good practice are identified, these will be recognised, celebrated and shared in a timely manner to support the dissemination of effective practice and encourage continuous improvement across the University.

A central record of completed sampling records and observation records will be maintained by the Head of Apprenticeship Support and/or the Head of Apprenticeship Outcomes, stored securely in accordance with the University's data protection and record management requirements. Access to these records will be restricted to authorised staff where required for quality assurance, monitoring and development purposes.

The University will provide anonymised and redacted quality assurance records, including sampling records and observation records, to external bodies such as Ofsted, where requested, as part of inspection, audit or review activity.

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Appendix A Related policies and procedures

[Quality Assuring Apprenticeship Provision Policy](#)

[UBE Subcontracting Policy](#)

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Appendix B Progress review sampling record

IQA Name:		Sampling Record Ref.	
Apprenticeship Outcomes Officer:		Date of Sampling:	
Apprentice Name and No			
Employer:			
Pathway:		Level:	
Review Number:		Date of review:	

Sampling requirements:

Requirement	Met (Y/N)	Comments
Review undertaken within 12 weeks maximum?		
Was the line manager present at the review?		
Off the Job Training Review of off the job training evidenced in the review write up (risk-based approach)		
Professional Practice workshops Chartered Surveyor & Building Control only Has attendance been recorded? If not highlighted?		
Previous SMART targets reviewed with appropriate comments		
Review of academic progress (including VLE activity) and appropriate comment if relevant Please note: Graphs are only required if engagement noted as poor		
Study Skills tutorial offer?		
Relevant comments on development and application of knowledge		
Appropriate review of Maths & English progress		
Relevant comments on development and application of skills (including the skills scan)		
Relevant comments on development and application of behaviours (including the skills scan)		
Relevant review of gateway requirements (e.g. portfolio of experience, structured training, logbook, CPD)		

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Requirement	Met (Y/N)	Comments
Employer comments on workplace learning and KSB development (Knowledge, Skills and Behaviours)		
Appropriate review of Personal development & employability skills development		
Appropriate SMART targets set based on review content Listed steps and actions?		
Appropriate actions set from the review?		
Evidence of Welfare/Health and Safety discussion/check in?		
Evidence of Safeguarding/ Prevent discussion? Has the 4-step process been followed? Safeguarding contact email highlighted?		
Appropriate and comprehensive Apprenticeship Outcomes Officer summary ?		
ESFA Progress review signature process completed?		
Is the next review booked in?		

Feedback and actions:

Feedback		
Action required	By whom	By when

Signatures:

Signatures			
IQA:		Date:	
Assessor:		Date:	

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Appendix C Desktop review sampling record

IQA Name:		Sampling Record Ref.	
Technical Manager:		Date of Sampling:	
Apprentice Name and No:			
Employer:			
Programme:		Level:	
Review Number:		Date of review:	

Sampling requirements:

Requirement	Met (Y/N)	Comments
Desk Top Review undertaken within 3 months (L4) or 4 months (L6)?		
Technical Manager feedback is thorough and gives a good overview of standard of work		
Technical Manager feedback clearly addresses any areas needing amendments or additional work		
Targets are clear and will support apprentice progress		
Target date set has appropriate timescales		
Apprentice is referred to AOO / AOM if appropriate		
Desk Top Review is recorded in TM Tracker		
Date of upload of DTR and email sent is recorded		

Technical manager feedback and actions:

Feedback		
Action required	By whom	By when

Signatures:

Signatures			
IQA Name		Date:	

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Appendix D Progress Review Judgment Characteristics

Observation judgements focus primarily on the **impact** of delivery on apprentices, specifically how effectively the observed activity supports their progress, development, and achievement.

To ensure consistency, transparency, and alignment with national quality expectations, the University adopts a grading scale aligned to Ofsted frameworks:

Overall Grade Descriptor:

Grade	Characteristics
Exceptional	Practice is highly effective, consistently impactful and demonstrates sector-leading features. Outstanding review practice across all themes. Significant evidence of impact on apprentice progress, engagement, achievement and timely completion of apprenticeship.
Strong	Practice is effective, well established and exceeds expected standards in most areas. Consistently high-quality review practice with clear impact on apprentice progress and engagement.
Expected	Practice meets requirements and supports apprentices to make expected progress. Consistently meets apprenticeship requirements and supports apprentices effectively.
Needs Attention	Practice is inconsistent or underdeveloped and is limiting the impact on apprentice progress. Some weaknesses are limiting impact. Improvement actions are required.
Urgent Improvement Required	Significant weaknesses are evident and apprenticeship progress or compliance is at risk. Significant weaknesses place apprentice progress, quality or compliance at risk and require immediate intervention.

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Judgement matrix for Progress Reviews:

Theme 1:	Planning and Preparation			
The reviewer has sufficiently prepared for the review by considering relevant information relating to the apprentice’s progress, including off-the-job training records, VLE participation, academic achievement, structured training activity, portfolio evidence, summaries of experience and employer feedback or employer advance capture form (<i>where applicable/required</i>). This preparation supports a focused review discussion, enabling the reviewer to explore progress, identify any concerns and clarify next steps where required. As a result, the apprentice, employer and reviewer have a clear understanding of the apprentice’s current progress towards gateway requirements and the actions needed over the next review period to maintain progress and support successful achievement.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The reviewer demonstrates exceptional preparation, using a wide range of evidence sources to develop a comprehensive understanding of the apprentice's progress, achievements and potential risks. Preparation enables highly focused discussions that maximise the impact of the review and drive progress.	The reviewer is well prepared and uses relevant evidence effectively to inform discussion, explore progress in depth and identify any emerging concerns or support needs. Preparation contributes to a purposeful and productive review.	The reviewer prepares appropriately for the review by considering relevant evidence and information about the apprentice's progress. This supports a focused discussion and ensures all participants have a clear understanding of current progress, achievements and next steps.	Preparation is inconsistent or incomplete. Some relevant evidence has not been reviewed, limiting the reviewer's ability to fully explore progress, identify concerns or plan appropriate next steps.	There is little or no evidence of effective preparation. Key information has not been reviewed, resulting in an unfocused review and an incomplete understanding of the apprentice's progress, risks and support needs.

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Theme 2:	Expectations and Challenge			
The reviewer clearly explains the purpose, structure and expected outcomes of the review, ensuring that the apprentice and employer understand their roles and responsibilities within the apprenticeship. Expectations relating to progress, participation and achievement are discussed, including any areas where progress may be at risk. Where concerns are identified, the reviewer uses appropriate questioning and discussion to explore the reasons for underperformance, including attendance, engagement and progress in learning or the workplace. Any identified risks are recorded and communicated clearly to relevant participants, with the apprentice’s progress status reflected accurately through the agreed RAG rating process. The reviewer works with the apprentice and employer, where applicable, to agree realistic actions and support measures that address concerns and promote continued progress towards successful achievement.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The reviewer establishes exceptionally high expectations and uses highly effective challenge to stretch thinking, promote accountability and accelerate progress. Potential barriers and risks are identified early, with meaningful actions agreed that drive rapid improvement and successful achievement.	The reviewer sets clear expectations and uses effective challenge to explore progress, address concerns and support improvement. Risks are identified and communicated appropriately, with well-considered actions agreed to support continued progress.	The reviewer clearly explains the purpose and expectations of the review and discusses progress against apprenticeship requirements. Where concerns are identified, appropriate actions are agreed with the apprentice and employer to address barriers and support continued progress.	Expectations are not always clear, and challenge is inconsistent. Concerns may be identified but are not fully explored or followed up with effective actions, limiting their impact on progress.	Expectations are unclear or absent, and underperformance is not appropriately challenged. Risks to progress are not identified or addressed, resulting in insufficient support for apprentice achievement.

Quality Assurance of Apprenticeship Provision Procedure

Theme 3:	Employer and apprentice engagement			
The reviewer creates an inclusive and supportive environment that encourages the apprentice to actively participate in the review and contribute to discussions about their progress, development needs and future targets. The apprentice is given appropriate opportunities to reflect on their learning and workplace experiences and demonstrate their progress against relevant knowledge, skills and behaviours (KSBs). Where the employer is present, the reviewer facilitates their contribution at appropriate points, ensuring that both perspectives are considered when reviewing progress and planning next steps. Through effective questioning and discussion, the reviewer supports the apprentice to explain their current progress, recognise achievements since the previous review and identify areas for further development. As a result, all participants have a clear understanding of progress made and the actions required before the next review.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The reviewer creates a highly collaborative and inclusive review where the apprentice and employer are fully engaged. Skilled questioning promotes deep reflection, meaningful discussion and shared ownership of progress, development and future goals.	The reviewer actively engages both the apprentice and employer, encouraging meaningful contributions throughout the review. Effective questioning enables the apprentice to clearly articulate their progress, achievements and development needs.	The reviewer creates a supportive environment that encourages the apprentice to participate actively in the review. Where the employer is present, their contribution is facilitated appropriately. Through effective discussion and questioning, the apprentice can explain their progress, achievements and areas for development.	Apprentice and/or employer engagement is inconsistent. Discussion is overly reviewer-led, limiting opportunities for participants to contribute meaningfully or reflect on progress.	The apprentice and/or employer are not effectively engaged in the review. Opportunities to discuss progress, provide feedback and agree next steps are missed, resulting in limited ownership and understanding of the apprenticeship journey.

Quality Assurance of Apprenticeship Provision Procedure

Theme 4:	Reviewing and setting of SMART targets			
The reviewer supports the apprentice to take an active role in reviewing progress and setting targets. Progress against targets agreed at the previous review, or at induction where applicable, is evaluated and discussed, with achievements recognised and any outstanding actions reviewed. Where targets have not been achieved, appropriate reasons are explored and revised actions agreed. Targets set during the review are specific, measurable, achievable, relevant and time-bound (SMART), and are aligned to the apprentice’s stage of learning, development of knowledge, skills and behaviours (KSBs), and progress towards gateway requirements. Where appropriate, targets also support personal and professional development. As a result, the apprentice, employer and reviewer have a clear understanding of expected progress, actions to be completed before the next review, and the steps required to support successful achievement of the apprenticeship and progression towards End-point assessment.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The apprentice takes full ownership of ambitious and meaningful targets that are clearly linked to KSB development, personal growth, gateway readiness and career aspirations. Targets drive accelerated progress and sustained achievement.	The reviewer effectively supports the apprentice to evaluate previous targets and agree challenging SMART targets that are clearly linked to apprenticeship requirements and future progression.	The reviewer supports the apprentice to review progress against previous targets and set SMART targets that are relevant to their stage of learning, KSB development and progress towards gateway. Agreed actions and timescales are clear and understood by all participants.	Targets are reviewed and set, but some lack sufficient challenge, clarity or relevance to apprenticeship requirements. Actions and timescales are not always clearly defined.	Targets are absent, poorly defined or not reviewed effectively. Actions lack clarity, making it difficult to monitor progress or support achievement of the apprenticeship.

Quality Assurance of Apprenticeship Provision Procedure

Theme 5:

Progress against KSBs and Personal Development

The review provides opportunities for the apprentice to discuss and reflect on the knowledge, skills and behaviours (KSBs) they have developed or strengthened since the previous review. Through discussion and appropriate questioning, the apprentice is supported to provide relevant examples of how they have applied learning from both on- and off-the-job training within their workplace role. The reviewer confirms progress against planned learning and development activities and identifies the next steps required to support continued progress. Appropriate targets and actions are agreed to support the development of KSBs before the next review.

The review also considers the apprentice's wider personal and professional development, including confidence, professional behaviours, communication skills and career aspirations. The apprentice is encouraged to reflect on their growth and how their learning is contributing to their current role and future career goals.

The apprentice demonstrates an understanding of their progress towards occupational competence and can identify evidence of learning and development within their portfolio or other relevant records. As a result, the apprentice, employer and reviewer have a clear understanding of progress made, areas for further development and the actions required to support achievement of the apprenticeship and progression towards gateway.

Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The apprentice demonstrates a comprehensive understanding of their progress and can clearly articulate how their learning and workplace experiences have developed their KSBs. The review promotes meaningful reflection, personal growth and ambitious progression.	The reviewer effectively explores progress against KSBs, enabling the apprentice to provide clear examples of learning and application in the workplace. Personal and professional development are discussed and linked to future progression.	The reviewer supports the apprentice to discuss & reflect on the KSBs they have developed since the previous review. The apprentice can provide examples of learning and workplace application and understands next steps required to support continued development and achievement.	Discussion of KSB development is limited or lacks depth. Opportunities for the apprentice to reflect on their progress, personal development or workplace learning are not fully explored.	Progress against KSBs is not effectively reviewed. The apprentice is unable to demonstrate or explain their development, and there is little evidence of planning for future learning or personal development.

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Theme 6:	Gateway and EPA readiness			
The reviewer monitors progress against key apprenticeship milestones to ensure the apprentice remains on track towards gateway and End-point assessment (EPA). This includes reviewing progress in qualification achievement, off-the-job training, functional skills (where applicable), portfolio development, continuing professional development (CPD), occupational competence and any professional body requirements. The apprentice and employer have a clear understanding of current progress and the requirements that must be met before gateway. Where relevant, the reviewer discusses EPA requirements and supports the apprentice to understand how their learning, workplace experience and evidence contribute to successful completion of the apprenticeship. Where apprentices are approaching gateway, progress towards EPA preparation is reviewed, including feedback received on portfolio submissions or other preparatory activities. The apprentice is able to explain their current position and identify the actions required to become gateway ready. Where progress is not on track, concerns are identified and discussed with the apprentice and employer. Appropriate actions, support measures and timescales are agreed to address any barriers to achievement and maintain progress towards successful completion of the apprenticeship. Discussions also support the apprentice to understand how successful completion of the apprenticeship and EPA will contribute to their longer-term career aspirations, professional development and progression opportunities.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The reviewer demonstrates an exceptional focus on gateway and EPA readiness, ensuring the apprentice has a comprehensive understanding of requirements, timelines and assessment expectations. Potential risks are identified early and actions accelerate progress towards successful achievement.	The reviewer thoroughly monitors progress towards gateway and EPA, ensuring the apprentice and employer have a clear understanding of requirements, progress made and any actions needed to remain on track.	The reviewer checks progress against key apprenticeship milestones and discusses gateway and EPA requirements where appropriate. The apprentice understands their current progress and the actions needed to achieve gateway and prepare for End-point assessment.	Gateway and EPA readiness are discussed but lack sufficient detail or clarity. Some milestones, risks or required actions are overlooked, limiting the apprentice's understanding of next steps.	Gateway and EPA requirements are not adequately reviewed. Significant risks to achievement are missed or not addressed, leaving the apprentice unclear about their progress and readiness for assessment.

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Theme 7:

Development of English, maths and digital skills

The review considers the development of the apprentice's English, maths and digital skills and how these contribute to their effectiveness in the workplace, wider life skills and future career progression. The reviewer explores opportunities for the apprentice to further develop these skills within their role and learning programme, identifying any areas where additional support or development may be beneficial. Where development needs are identified through initial assessment, progress reviews, employer feedback or apprentice self-reflection, these are discussed with the apprentice and appropriate actions or targets are agreed. The apprentice is signposted to relevant support and resources, including workplace learning opportunities, digital learning platforms and specialist support where required.

For apprentices undertaking functional skills qualifications, progress is reviewed regularly and discussed during the review. Achievements are recognised, barriers to progress are explored and appropriate targets and actions are agreed to support successful completion. As a result, the apprentice understands how the development of English, maths and digital skills supports their occupational competence, personal development and future career opportunities.

The apprentice is encouraged to recognise the importance of English, maths and digital skills in supporting professional communication, problem-solving, independent learning and effective performance within the workplace.

Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The reviewer skilfully integrates English, maths and/or digital skills into discussions about workplace performance, personal development and career progression. The apprentice clearly articulates how these skills support their success in work and everyday life.	The reviewer effectively promotes the development of English, maths and/or digital skills, linking them to occupational competence and future progression. Relevant support and developmental opportunities are clearly identified.	The reviewer discusses the apprentice's English, maths and/or digital skills development and how these relate to their role, apprenticeship and future goals. Appropriate targets, actions and support are identified where required.	English, maths and/or digital skills are discussed superficially or lack clear links to workplace practice and progression. Opportunities for development or support are missed.	English, maths and/or digital skills are not adequately discussed or reviewed. Development needs are not identified, and appropriate support or actions are not put in place.

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Theme 8:	E&D, Safeguarding, British Values and H&S			
The review includes a discussion of equality, diversity and inclusion (EDI), safeguarding, Prevent, British Values, and/or health and safety, ensuring these themes are relevant to the apprentice's role, workplace and wider life. The reviewer uses appropriate questioning and discussion to check understanding, reinforce key messages and encourage the apprentice to reflect on how these topics apply in practice. The apprentice demonstrates an appropriate understanding of how to keep themselves and others safe, identify and report concerns, and behave respectfully and professionally within diverse working environments. They understand their rights and responsibilities in the workplace and can recognise the importance of British Values in supporting positive working relationships and wider society. Where relevant, the reviewer discusses local, sector-specific or emerging risks and ensures the apprentice knows how to access appropriate support and guidance. As a result, the apprentice demonstrates an awareness of safeguarding, wellbeing, inclusion and safe working practices, and understands how these contribute to their personal development and professional conduct.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
Discussions are highly relevant, meaningful and personalised, enabling the apprentice to demonstrate a deep understanding of equality, diversity, safeguarding, British Values and health and safety, and how these apply in their workplace and wider life.	The reviewer uses effective questioning and relevant examples to develop the apprentice's understanding of equality, diversity, safeguarding, British Values and health and safety. The apprentice confidently explains how these apply in practice.	The reviewer discusses equality, diversity, safeguarding, Prevent, British Values and/or health and safety appropriately. The University's four-step process is followed, and the apprentice demonstrates an understanding of how to recognise & report concerns, keep safe, and meet their responsibilities in the workplace and wider society.	Key themes are omitted or covered inadequately. The four-step safeguarding process is not followed, and the apprentice demonstrates limited understanding of safeguarding, health and safety, equality and diversity, or British Values, creating potential risk to their wellbeing and development.	Key themes are omitted or covered inadequately. The four-step safeguarding process is not followed, and the apprentice demonstrates limited understanding of safeguarding, health and safety, equality and diversity, or British Values, creating potential risk to their wellbeing and development.

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Theme 9:	IAG and ALS Signposting			
The reviewer identifies and responds appropriately to support needs that emerge through review preparation, discussion with the apprentice and feedback from the employer. Where required, the apprentice is signposted to relevant support services, learning resources or specialist interventions to help overcome barriers to learning and achievement. The review includes appropriate information, advice and guidance (IAG) to support the apprentice's current progress and future aspirations. This may include guidance relating to career development, progression opportunities, End-point assessment preparation, further learning or professional development. Where additional learning support (ALS) needs are identified, these are discussed with the apprentice, and appropriate referrals or support arrangements are made. As a result, the apprentice is aware of the support available to them and understands the steps they can take to achieve their apprenticeship goals and future career ambitions.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
Information, advice and guidance are highly personalised and proactive. The reviewer identifies current and future support needs, providing timely signposting that significantly enhances apprentice progress, wellbeing and career aspirations.	The reviewer effectively identifies support and development needs and provides relevant information, advice and guidance. Appropriate referrals and signposting support apprentice achievement and progression.	The reviewer identifies support needs and provides appropriate information, advice and guidance. Where required, the apprentice is signposted to relevant support services, resources or progression opportunities.	Some support needs are identified, but signposting or guidance is limited, delayed or insufficiently tailored to the apprentice's circumstances.	Support needs are not adequately identified or addressed. Appropriate information, advice, guidance or referrals are not provided, potentially impacting apprentice progress and wellbeing.

Quality Assurance of Apprenticeship Provision Procedure

Theme 10:	Review summary			
At the end of the review, the reviewer provides a clear and concise summary of the discussion, ensuring that the apprentice and employer understand the progress made since the previous review. The summary highlights key achievements, progress against agreed targets, areas for further development, and any actions required to support continued progress. Targets, responsibilities and timescales are confirmed, and any identified concerns or support arrangements are reviewed to ensure all participants understand the agreed next steps. The review concludes with a shared understanding of current progress, expectations before the next review, and the actions required to support successful achievement of the apprenticeship and progression towards gateway and End-point assessment.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The review concludes with a highly effective summary that promotes reflection, celebrates achievements, clearly identifies development areas, and secures strong commitment to, and accountability for, agreed actions from all participants.	The reviewer provides a clear and comprehensive summary of progress, achievements, actions and next steps. All participants understand expectations and their responsibilities before the next review.	The reviewer provides a clear and concise summary of progress, achievements, agreed actions and next steps. All participants have a shared understanding of current progress and expectations before the next review.	The review summary covers some key points but lacks clarity, detail or focus. Actions, responsibilities or next steps are not fully understood by all participants.	The review concludes without an effective summary. Progress, actions and next steps are unclear, resulting in limited understanding of expectations and support required.

Quality Assurance of Apprenticeship Provision Procedure

Theme 11:	Evidence, Compliance and Review Documentation			
The reviewer follows the organisation's progress review process and evidences all required review activities in line with current guidance and documentation requirements. Relevant evidence is reviewed and discussed appropriately during the review, including apprenticeship milestones, off-the-job training records, academic engagement and achievement, workplace feedback, structured training records, target and action tracking, and any programme-specific requirements. Required discussions relating to personal development, health and safety, wellbeing, safeguarding, Prevent, English and maths, and progress towards gateway and End-point assessment are completed and recorded accurately where applicable. Appropriate evidence is obtained, referenced and retained in line with organisational requirements. Review documentation is completed accurately and professionally, providing a clear record of progress, discussions, agreed actions and next steps. Required records, attendance evidence, review summaries and future review arrangements are completed within expected timescales and in accordance with quality and compliance requirements. As a result, the review provides a reliable and auditable record of apprentice progress and support.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
Evidence from a wide range of sources is expertly reviewed, triangulated and used to drive highly effective discussions. Documentation is comprehensive, insightful and demonstrates a clear impact on apprentice progress.	All required evidence is reviewed thoroughly and used effectively to inform discussions, challenge progress and identify next steps. Documentation is accurate, detailed and completed to a high standard.	All required evidence is reviewed and discussed appropriately. Documentation is accurate, compliant and provides a clear record of progress, actions and next steps.	Some required evidence is missing, insufficiently explored or not used effectively to inform discussions. Documentation contains omissions or inconsistencies that limit its effectiveness.	Significant gaps in evidence gathering, discussion or documentation are evident. Compliance requirements are not met, resulting in an incomplete or inaccurate record of apprentice progress and support.

Quality Assurance of Apprenticeship Provision Procedure

Evidence, Compliance and Review Documentation:

	Phase 1	Phase 2	Phase 3
Introduction	Check details are correct & discuss RISK rating & reasoning	Check details are correct & discuss RISK rating & reasoning	Check details are correct & discuss RISK rating & reasoning
Milestone dates	Ensure apprentice is still working towards dates & the line manager is supportive of deadlines	Ensure apprentice is still working towards dates & the line manager is supportive of deadlines	Ensure apprentice is still working towards dates & the line manager is supportive of deadlines
OTJT	OTJT document shown & reviewed on screen	OTJT document shown & reviewed on screen	OTJT document shown & reviewed on screen
Workshops *CS apprentice only	HUB workshop information	HUB workshop information	HUB workshop information
Target review	Discussion point includes line manager	Discussion point includes line manager	Discussion point includes line manager
Actions	Discussion point includes line manager	Discussion point includes line manager	Discussion point includes line manager
Academic Engagement	VLE Engagement graphs Module results (<i>use link generator only</i>) Any late submissions? Review Mit Cirs. (<i>if applicable</i>) Upcoming assessment dates	VLE Engagement graphs Module results (<i>use link generator only</i>) Any late submissions? Review Mit Cirs. (<i>if applicable</i>) Upcoming assessment dates	N/A
Knowledge	Skills scan information	Skills scan information	N/A
Maths & English	Skills scan information	Skills scan information	N/A
Skills & Behaviours	Skills scan information	Skills scan information	Workplace progress - feedback
EPA Evidence	N/A	Structured training/Log book/portfolio diary provided by apprentice, reviewed and commented	Structured training/Log book/portfolio diary provided by apprentice, reviewed and commented
EPA CPD record	N/A	If relevant for apprenticeship - CPD record provided by apprentice, reviewed and commented	If relevant for apprenticeship - CPD record provided by apprentice, reviewed and commented
Workplace	Feedback from the employer face to face or an email follow up (<i>one occasion only</i>)	Feedback from the employer face to face or an email follow up (<i>one occasion only</i>)	Feedback from the employer face to face or an email follow up (<i>one occasion only</i>)

Quality Assurance of Apprenticeship Provision Procedure

	Phase 1	Phase 2	Phase 3
Counsellor or supervisor feedback	N/A	Feedback from the Counsellor/workplace supervisor – email	Feedback from the Counsellor/workplace supervisor – email
Case Study	N/A	N/A	Discussion point includes line manager
Employability/ PD	P&D Infographic, area on VLE (<i>targeted P&D discussion point</i>)	P&D Infographic, area on VLE (<i>targeted P&D discussion point</i>)	N/A
Target setting	Discussion point includes line manager	Discussion point includes line manager	Discussion point includes line manager
Action setting	Discussion point includes line manager	Discussion point includes line manager	Discussion point includes line manager
H&S & Wellbeing check	Discussion point must reference the change in policies Discussion point reference reminder for contact details of AOO if needed outside of the review	Discussion point must reference the change in policies Discussion point reference reminder for contact details of AOO if needed outside of the review	Discussion point must reference the change in policies Discussion point reference reminder for contact details of AOO if needed outside of the review
Safeguarding	Follow 4-step process Safeguarding newsletter should be referenced Use " to record apprentice voice	Follow 4-step process Safeguarding newsletter should be referenced Use " to record apprentice voice	Follow 4-step process Safeguarding newsletter should be referenced Use " to record apprentice voice
AOB	Use as applicable	Use as applicable	Use as applicable
Summary	Use headings provided Short summary for each area, avoid copy & paste sections above	Use headings provided Short summary for each area, avoid copy & paste sections above	Use headings provided Short summary for each area, avoid copy & paste sections above
Date of next review	Must be set and Outlook invitation shared with apprentice & Line Manager – a reminder not to change this and why	Must be set and Outlook invitation shared with apprentice & Line Manager – a reminder not to change this and why	Must be set and Outlook invitation shared with apprentice & Line Manager – a reminder not to change this and why
Progress review signature	Process followed Screen shot photo of attendees Snippet attendance record indicating who was present and timing of review length	Process followed Screen shot photo of attendees Snippet attendance record indicating who was present and timing of review length	Process followed Screen shot photo of attendees Snippet attendance record indicating who was present and timing of review length
Yellow	Evidence		
Green	Discussion		

Appendix E Professional Practice Workshop Judgement Characteristics

Theme 1:	Planning and Preparation			
The workshop is effectively planned and structured, with clear learning objectives and appropriate resources that support participants' learning and development. Activities are sequenced logically and enable participants to explore, apply and reflect on knowledge, skills and behaviours (KSBs) relevant to their apprenticeship, workplace practice and professional development. Planning ensures that learning is relevant to the occupational standard and supports progress towards gateway and End-point assessment where applicable. Opportunities are provided for participants to make connections between workshop content, workplace experiences and previous learning, helping them to understand how their knowledge and skills are developing over time.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
The workshop is exceptionally well planned and sequenced, with highly effective resources and learning activities that inspire participation, deepen understanding and accelerate the development of occupational competence, professional practice and EPA readiness.	The workshop is thoroughly planned and structured, with well-chosen resources and activities that support participants to develop and apply relevant knowledge, skills and behaviours in the workplace and apprenticeship programme.	The workshop is well planned and structured, with clear learning objectives and appropriate resources that support learning. Activities enable participants to develop and apply relevant knowledge, skills and behaviours, make links to workplace practice and understand how learning supports progress towards apprenticeship achievement.	Planning and resources support some learning, but activities may lack structure, purpose or clear links to workplace practice and apprenticeship outcomes. Opportunities to develop and apply knowledge, skills and behaviours are not fully maximised.	The workshop lacks effective planning and structure. Resources and activities do not adequately support learning, resulting in limited participant engagement, development or progress towards apprenticeship requirements.

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Theme 2:	Facilitation, Presentation and Delivery			
The facilitator delivers the workshop confidently and effectively, creating a positive, inclusive and professional learning environment. Explanations are clear, accurate and appropriate to participants' needs, with learning activities and discussions supporting understanding and engagement. The facilitator uses appropriate questioning, discussion and reflection activities to check understanding, encourage participation and enable participants to share and learn from workplace experiences. The session is well managed and paced, with flexibility shown where further explanation or support is required. As a result, participants remain engaged in learning, develop their understanding of the topic and can make relevant links between workshop content, workplace practice and their apprenticeship programme.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
Facilitation is highly engaging and responsive. Expert questioning, challenge and discussion promote deep learning, critical thinking and meaningful application to workplace practice. Participants are fully engaged and make significant contributions throughout.	The facilitator delivers an engaging and well-managed session, using effective questioning and discussion to promote participation, understanding and application of learning. Participants are actively involved and contribute confidently.	The facilitator delivers the workshop confidently and effectively, using appropriate questioning, discussion and reflection to support understanding and engagement. Participants are encouraged to contribute and apply learning to their workplace and apprenticeship.	Facilitation supports some learning, but engagement, questioning or session management is inconsistent. Opportunities to check understanding, encourage participation or relate learning to workplace practice are missed.	Facilitation is ineffective or poorly managed. Participants are disengaged, understanding is not checked, and learning is not sufficiently adapted to meet participants' needs or support apprenticeship progress.

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Theme 3:	Content			
Workshop content is accurate, relevant and aligned to the intended learning outcomes, apprenticeship standard and occupational requirements. The facilitator demonstrates sound subject knowledge and uses appropriate examples, current industry practice and professional contexts to support understanding.				
Content is delivered in a logical and coherent sequence, enabling participants to build on prior learning and make connections between the workshop, workplace practice and other elements of their apprenticeship programme. Learning activities and discussions support the development of relevant knowledge, skills and behaviours (KSBs) and help participants understand how these contribute to occupational competence, professional development and progression towards gateway and End-point assessment.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
Content is highly relevant, current and expertly delivered. It promotes deep learning, critical thinking and professional curiosity, enabling participants to make sophisticated links between theory, workplace practice and occupational competence.	Content is engaging, well-sequenced and informed by current industry practice. Participants develop a strong understanding of how learning applies to their role, apprenticeship and professional development.	Content is accurate, relevant and aligned to learning outcomes and apprenticeship requirements. Participants develop their knowledge, skills and behaviours and understand how learning relates to workplace practice and apprenticeship achievement.	Content is generally relevant but may lack depth, currency or clear links to workplace practice and apprenticeship requirements. Opportunities to develop knowledge, skills and behaviours are not fully realised.	Content is inaccurate, poorly structured or not aligned to learning outcomes or apprenticeship requirements. Participants make limited progress in developing the knowledge, skills and behaviours required for successful achievement.

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Theme 4:	Participant Engagement			
The facilitator creates an inclusive and supportive learning environment that encourages active participation from all participants. Through effective questioning, discussion and learning activities, participants are encouraged to contribute their views, share workplace experiences and engage with the learning. The facilitator checks understanding appropriately and uses participant contributions to enhance learning and discussion. Participants demonstrate engagement with the session and can relate learning to their workplace role, apprenticeship programme and professional development.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
Participants are highly engaged throughout the session and take an active role in discussions, reflection and peer learning. The facilitator creates a dynamic learning environment that promotes deep thinking, collaboration and meaningful application to workplace practice.	The facilitator actively promotes participation and engagement through effective questioning and discussion. Participants contribute confidently, share relevant experiences and demonstrate a clear understanding of how learning applies to their role and apprenticeship.	The facilitator encourages active participation through questioning, discussion and learning activities. Participants engage with the session, contribute appropriately and can relate learning to their workplace role and apprenticeship programme.	Participant engagement is inconsistent. Opportunities for discussion, reflection and contribution are limited, resulting in variable participation and reduced impact on learning.	Participant engagement is minimal or absent. The session is predominantly facilitator-led, with little opportunity for interaction, discussion or demonstration of learning.

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Theme 5:	Resources			
Resources are appropriate, accessible and support the intended learning outcomes of the workshop. Materials are used effectively to reinforce key concepts, promote engagement and support the development of relevant knowledge, skills and behaviours (KSBs).				
Participants are provided with relevant resources and supplementary materials to support continued learning, workplace application and progress within their apprenticeship programme.				
Exceptional	Strong	Expected	Needs Attention	Urgent Improvement Required
Resources are expertly selected and used to enhance learning, engagement and critical thinking. Supplementary materials provide significant added value and support participants to extend their learning beyond the workshop.	Resources are relevant, well-designed and used effectively to support understanding, participation and application of learning. Participants are provided with useful materials to support ongoing development.	Resources are appropriate and support the learning outcomes of the workshop. Relevant materials are provided to reinforce learning and support continued development within the apprenticeship programme.	Resources support some aspects of learning but are limited, poorly utilised or not fully aligned to learning outcomes. Opportunities to enhance understanding and engagement are missed.	Resources are inadequate, inappropriate or absent. They do not effectively support learning, engagement or the development of knowledge, skills and behaviours.

Appendix F Criteria and training for IQAs/Observers

Criteria

Essential criteria for IQAs/Observers include:

- Experience of the area/practice being sampled/observed.
- Mentoring/supporting those aged 19+.
- Subject specific and professional qualification/s as appropriate.
- Able to deliver high quality practice to those aged 19+.
- Excellent communication and coaching skills.
- Strong IT Skills.
- Understanding of the criteria contained in the Education Inspection Framework/FES Inspection Handbook.
- Be familiar with degree apprenticeships and the End-point assessment requirements for those delivered by UCEM.
- Commitment to promoting all aspects of Equal Opportunities and good Safeguarding practice.
- Able to attend initial and ongoing training for IQAs/observers of delivery practice.
- Able to attend ongoing standardisation meetings.
- Sensitivity towards a range of learning needs.

Training for IQAs/observers

New IQAs/Observers

For those staff who are new to sampling/observing but meet the criteria set out above or are now line managers the following training will be provided:

- New IQAs/observers will undertake a learning walk with an experienced observer to discuss what was seen and discuss which judgement characteristics were seen and to what level.
- The new IQA/observer will shadow an experienced IQA/observer undertaking two sampling records/formal observations (including the verbal feedback session).

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- The new IQA/observer will undertake two sampling records/joint observations with an experienced IQA/observer which will include observation of the verbal feedback provided.
- Written feedback will be moderated by the experienced IQA/observer before being sent to the member of staff being sampled/observed.
- If the experienced IQA/observer is confident in the new IQA's/observer's judgements and competency in meeting the required standard of written observation after the two joint observations the new observer will be signed off.
- The new observer will have to undertake at least one joint observation a year to enable moderation of judgements.
- If a new observer is not signed off after two joint observations further development will take place and joint observations will continue until the experienced observer is confident in their judgement.

Experienced observers

- All experienced observers will undertake a least:
 - one joint observation a year with another internal observer;
 - one joint observation with an external observer where relevant and appropriate.
- If the judgements and feedback from both joint observations are sound, then the experienced observer can continue to observe solo.
- Where there are discrepancies in the judgements, further development will take place and joint observations will continue until the experienced observer is confident in their judgement.

Standardisation

- Standardisation of written feedback will take place once a year.

Appendix G Observation of progress review form

(MS form)

[Observation of progress reviews – August 2026 onwards – Fill in form](#)

Appendix H Observation of professional practice workshops form

(MS form)

[Observation of Professional Practice Workshops – August 2026 onwards – Fill in form](#)