



## Work-based learning

Providers place a strong focus on supporting learners' **well-being** and mental health through their **care, support and guidance** provision.

### What's going well

- Many learners demonstrate positive attitudes to learning and, although a few were anxious about returning, attendance is generally high in the workplace and training centres.
- Assessors give learners valuable ongoing support for their learning and well-being.
- Many providers strengthened their procedures for tracking learners' progress and well-being, for example by developing an at-risk learner register. These registers allow staff to maintain regular contact with particularly vulnerable learners and provide high levels of personal support.

### What needs to improve

- Learner well-being is still a key focus for staff, particularly in helping learners to improve their resilience and to support the increased number of learners who are making well-being disclosures.



Most learners engage well and progress appropriately in their practical and theory, though high numbers of learners are still taking longer than expected to complete their programmes. The quality of **training and assessment** is generally sound and many providers have continued deliver remote **learning**.

## Strengths

- Since their full return to their workplaces and face-to-face activity off-the-job in September 2021, most learners are engaging particularly well in their practical and theory activities and make at least appropriate progress; a few make strong progress.
- Providers are continuing to develop the delivery of remote learning, building well on their experiences of using e-portfolios.
- Providers deliver a wide range of programmes at different levels to meet the needs of employers and learners.
- A high number of new learners have been recruited onto most apprenticeship programmes.
- All providers use their well-established e-portfolios and further develop their digital resources to support and track learner progress effectively.

## Areas for development

- The number of learners on-programme who are beyond their expected end date remains high, especially in the health and care sectors. This is due to a range of reasons with the most common being the restricted access that assessors have had to learners' workplaces.
- The health and care sector has been under significant pressure during and post-pandemic, leading to high learner drop-out rates and slower learner progress and achievement.
- The rationale for using remote learning is not always clear. Providers do not always clearly define the reasons why units, modules or other activities are delivered remotely.



**Leaders** in the new apprenticeship providers have quickly established well-defined working relationships with subcontractors and partners. Building on work during the pandemic, senior leaders strengthened their communication and placed a strong focus on supporting professional learning.

### What's going well

- Leaders have strengthened and improved their communication with all staff and key partners.
- Leaders place a strong focus on supporting their staff to develop their digital skills to help learners maintain their engagement and make progress.
- During the initial year of the contract, working relationships with subcontractors have been well defined and are settling down.

### What needs to improve

- [Providers are continuing with many aspects of their quality assurance processes. Leaders have found the assessment and training arrangements for vocational and technical qualifications particularly complex and this limited how well they could review the effectiveness of teaching, training and assessment.](#)