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How do training providers continue to improve their Qualification Achievement Rate (QAR)?

In partnership with Kerry Boffey, CEO, Fellowship of Inspection Nominees

10 July 2025

Welcome to the webinar

To help you make the most of this session:

1. We will be recording this session and everyone who has registered will receive a copy by email. Please feel free to share this with colleagues in your network.
2. You are muted throughout the webinar so if you need assistance, please use the questions function in the top right-hand panel.
3. You can also ask questions about the content of this webinar using the questions function, we'll address a selection of these at the end of the session and we will address common themes in our follow-up.

Today's presenters

Kerry Boffey
CEO
Fellowship of Inspection Nominees (FIN)

Georgina Burton
Head of Implementation
Aptem

Angela Metcalfe
Implementation Consultant
Aptem

Agenda

Leadership – Oversight of your data.

DFE challenges 50% QAR

Learning from the sector – warning signs

Positive No's

Motivating delivery teams to contribute to data and tell a story.

Managing provision

QAR below 50%

Conversations with DfE

Leadership and oversight

Fellowship of Inspection Nominees

What data do you provide in preparation for governance/board meetings?

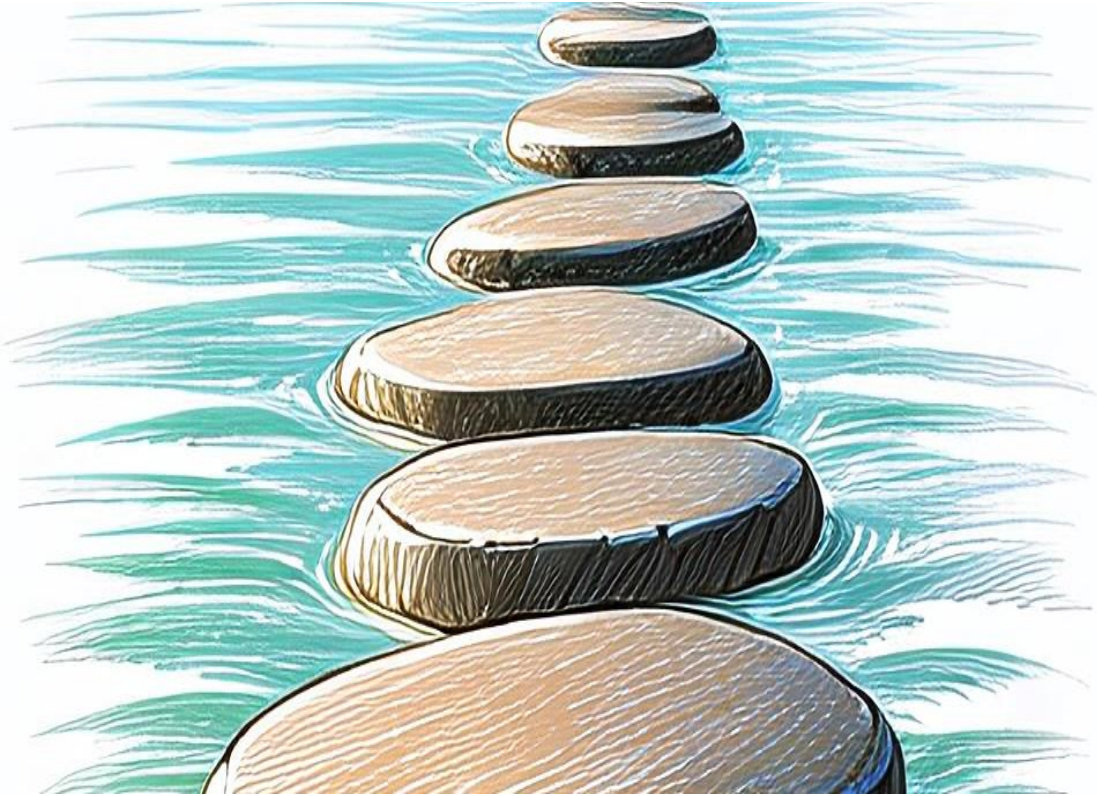
To what degree is this data scrutinised at all levels?

What targets are set following scrutiny and challenge?

How is success reported?

How is data used to drive performance?

Monitoring learner progress



Leaders do not ensure that apprentices are able to reach the end of their programme within the planned timescales. Too many apprentices take breaks in their learning, withdraw from their programme or face other barriers to achieving in time."

Writings on the wall

Fellowship of Inspection Nominees

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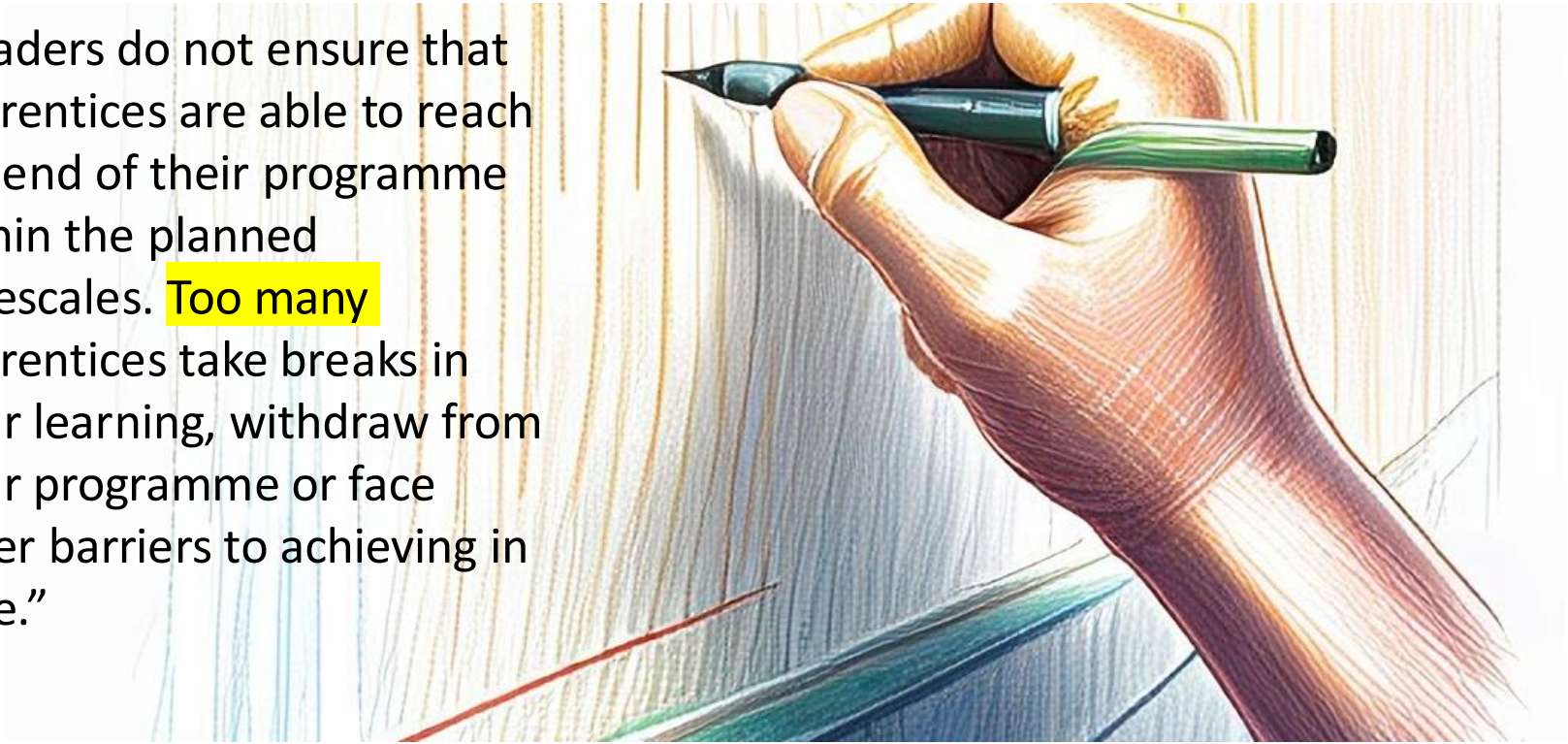
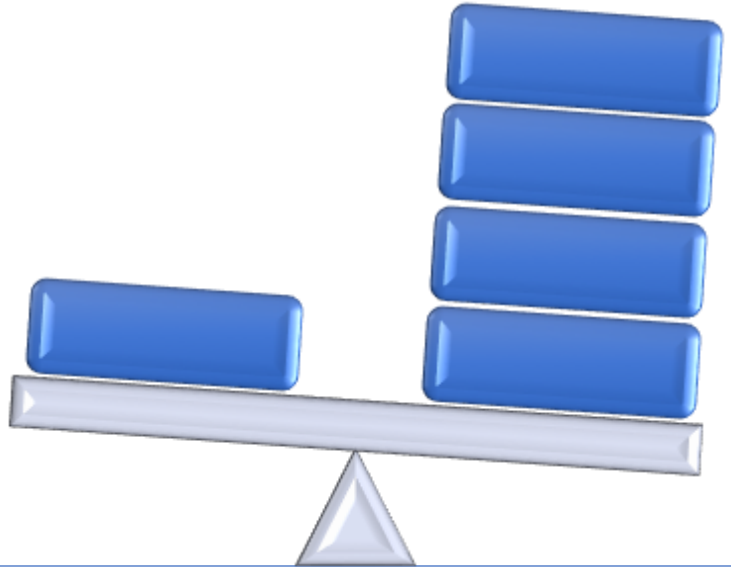


Numbers game

Fellowship of Inspection Nominees

How many is too many?



Tell your data story

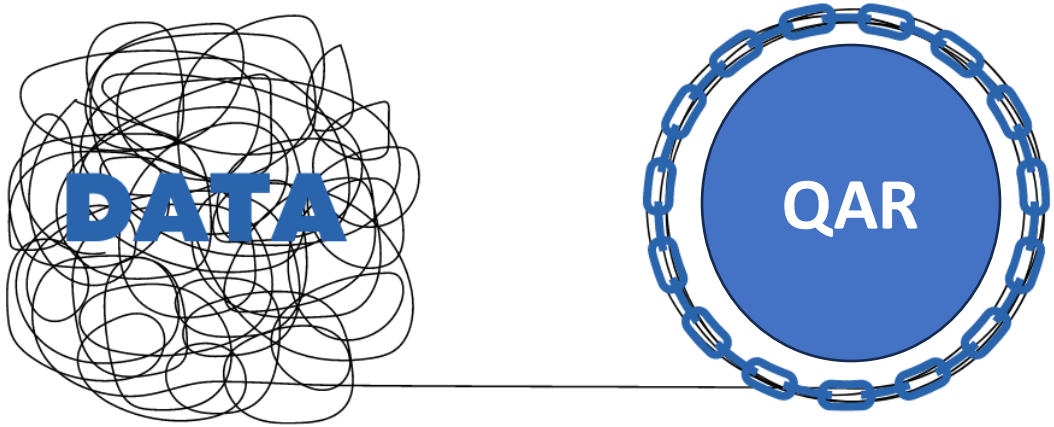
Fellowship of Inspection Nominees

It's **your** story – show a pattern and actions to improve.

Don't sleep-walk

If learners are making slow progress this can lead to poor retention.

Unravelling Data



Motivating delivery staff to present their data

Use monthly 121's or staff meetings to analyse APTEM performance data.

Create targets and actions to improve learner engagement, quality of delivery and learner progress.

Get everyone involved in the data conversation.

Using Aptem to maximise your QAR results

Over the next 15 minutes we will consider how Aptem functionality can help maximise your QAR results. This will include

- Performance dashboards
- Quality Power BI
- Checkpoint and Virtual Assistant
- Aptem reviews

Performance Dashboards

Learner Progress

Workload

Caseload Life Cycle

838

Started in last 30 days	128
Learners on Programme	683
Within 30 days of Expected End Date	2
Past Planned End Date	16
In EPA Period	9

Caseload Summary

Onboarding	84
Active	779
On a Break	40
Entered EPA	10

Progress Overview

Behind	549
On Track	109
Ahead	255

Quality Assurance

Learners With Outstanding QA Feedback	0
Average Days Since QA Feedback Issued	0
Average Referral Rate	0%
QA Completed This Month	0

Off-The-Job Hours

59	510	351
INSUFFICIENT HOURS PLANNED	BEHIND TARGET	AHEAD OF TARGET

Requires Attention

Components Overdue	775
Requires Marking	107
Open Trackers	45
Signatures Required	22

Learner Progress

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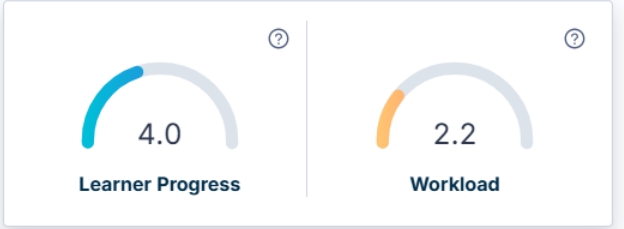
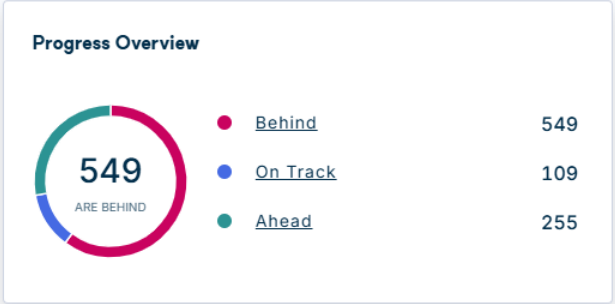
Started in last 30 days 128 | Learners on Programme 683 | Within 30 days of Expected End Date 2 | In EPA Period 9 | Past Planned End Date 16

Learner / Programme	Start Date	Planned End Date	Days Overdue	Overdue Components	Requires Marking	RAG Status	Learning Plan Progress	Next Planned Review	Status
	17/04/2023	16/04/2025	84	13	5	A	-25%		Active
	17/04/2023	16/04/2025	84	12	1	A	-23%		Active
	22/05/2023	21/06/2025	18	9	0	A	-16%		Active
	22/05/2023	21/06/2025	18	9	0	G	-15%		Active
	10/11/2020	23/12/2024	198	7	0		-13%		Active
	08/02/2023	07/04/2024	458	6	0	G	-12%		Active
	17/04/2023	16/04/2025	84	5	0	G	-10%		Active
	17/04/2023	16/04/2025	84	5	0	G	-8%		Active
	21/02/2022	17/04/2025	83	3	0		-7%		Active


4.0
Learner Progress
2.2
Workload


Progress Overview
549
ARE BEHIND
Behind 549
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Requires Attention
Components Overdue 775
Requires Marking 107
Open Trackers 45
Signatures Required 22

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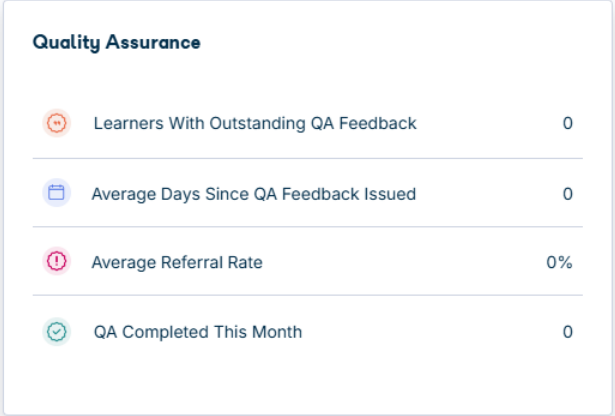
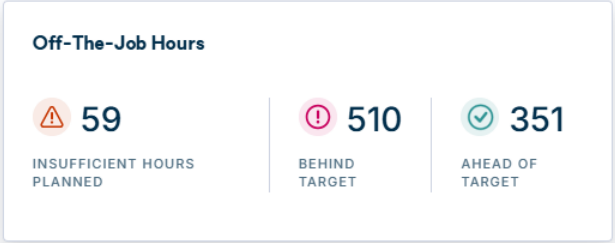

Quality Assurance
Learners With Outstanding QA Feedback 0
Average Days Since QA Feedback Issued 0
Average Referral Rate 0%
QA Completed This Month 0

Caseload Summary
913
LEARNERS
Onboarding 84
Active 779
On a Break 40
Entered EPA 10


Off-The-Job Hours
59
INSUFFICIENT HOURS PLANNED
510
BEHIND TARGET
351
AHEAD OF TARGET

Onboarding 84 | Active 779 | On a Break 40 | Entered EPA 10

Learner / Programme	Start Date	End Date	Tutor	RAG Status	Reason For Break	Last Learning Date	Expected Return Date	Next Review Date	Learning Plan Progress	Date of Break	Status
	12/09/2022	11/09/2025		G	Maternity	26/06/2024	01/09/2025	25/08/2025		26/06/2024	On A Break
	06/10/2023	05/12/2025			Other	16/07/2024	01/12/2024	24/11/2024		16/07/2024	On A Break
	05/01/2024	04/01/2026		G	Other	17/07/2024	08/09/2026	01/09/2025		17/07/2024	On A Break
	27/09/2023	26/11/2024		R	Other	24/07/2024	14/11/2024	11/11/2024		24/07/2024	On A Break
	19/09/2022	18/09/2025		G	Other	06/09/2024	01/09/2025	25/08/2025		06/09/2024	On A Break
	08/01/2024	07/01/2027		R	Active Learning Break	03/10/2024	01/12/2025	01/08/2025		03/10/2024	On A Break
	21/02/2022	20/02/2025			Maternity	07/10/2024	01/09/2025	25/08/2025		07/10/2024	On A Break

Power BI Quality Dashboards

There are currently five Power BI dashboards available in Aptem

Funding Dashboard: Tracks funding claims and allocations to ensure accurate financial reporting and compliance.

Compliance Dashboard: Monitors key documentation and regulatory adherence to ensure audit readiness and funding eligibility.

Caseload Dashboard: Manages tutor and assessor workload and learner activity data, ensuring balanced distribution and effective learner support.

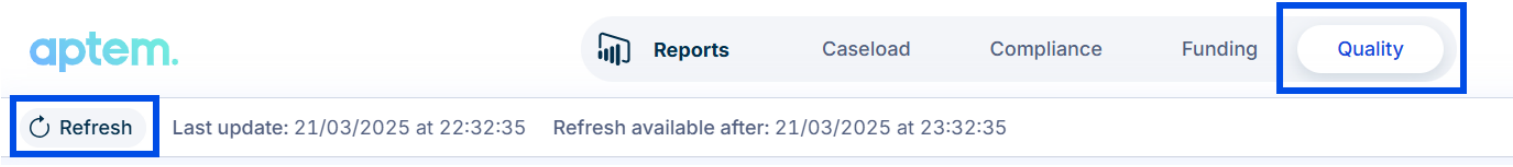
Quality Dashboard: Tracks learner outcomes and training quality to drive continuous improvement and ensure high performance.

Employ Dashboard: Tracks the activity of jobseekers and those involved in supporting them. This is used for Employ customers

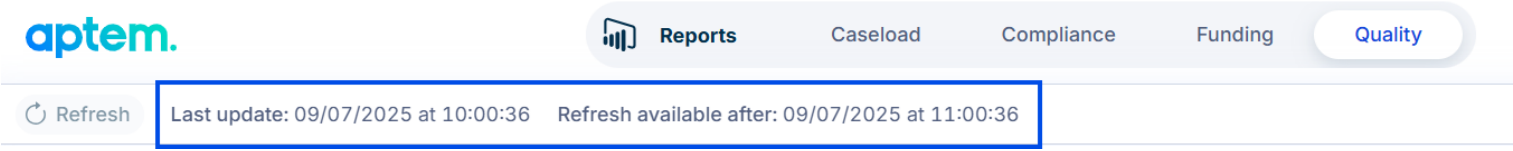
Refreshing a Power BI dashboard

- Today, we will look at the QAR tabs on the quality dashboard
- Given the high number of attendees, we kindly ask that you temporarily refrain from using your dashboards and refreshing your data during the live session. This will help prevent any unusual peaks in simultaneous heavy queries.
- If you'd like to practice the steps shared today, please refer to the webinar recording, which will be available in the Help Centre after the session.

- To refresh a report, you can use the Refresh button. This will ensure that the data displayed is fully up to date.



- Reports cannot be refreshed within an hour of the last refresh. The time of the last update, and the next available refresh time is shown.



Reset filters

QAR - Apprenticeships

UKPRN
- 10000975

Category
- Apprenticeship

Age at aim start
- 16-18
- 19-23
- 24+

Gender
- Female
- Male

Ethnicity
- African
- Any other Asian background
- Any other Black/African/Car...

Standard / Framework
- Academic Professional (Std: ...
- Advanced Clinical Practitione...
- Digital and Technology Soluti...

Subscription status
- Archived
- Cancelled
- Expired

These filters only affect the Learner aims

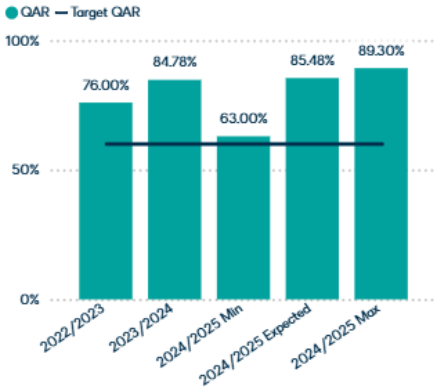
Learning status
- Break In Learning
- Completed
- In Learning
- Withdrawn

Hybrid end year
- 2022/2023
- 2023/2024
- 2024/2025

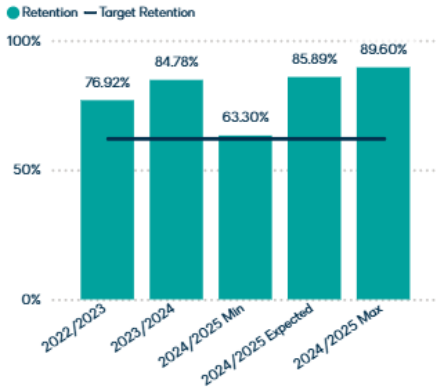
Summary

Year	Leaver count	Completed	Achieved	Withdrawn	In learning	QAR	Retention	Pass Rate
2022/2023	325	250	247	75		76.00%	76.92%	98.80%
2023/2024	335	284	284	50		84.78%	84.78%	100.00%
2024/2025 Min	241	207	206	34	86	63.00%	63.30%	70.31%
2024/2025 Expected	241	207	206	34	86	85.48%	85.89%	99.52%
2024/2025 Max	241	207	206	34	86	89.30%	89.60%	99.66%

QAR by hybrid year end



Retention by hybrid year end



Pass Rate by hybrid year end

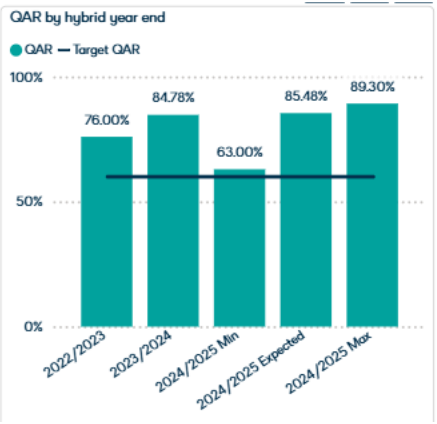
Learner aims

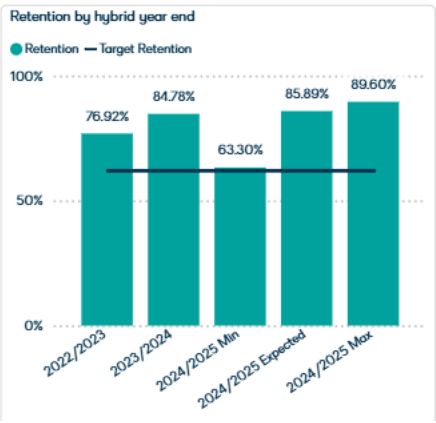
Aim reference	Gender	Learner age at start	Learner age range at start	Ethnicity	LLD/Health	Partner UK PRN	Aim name
ZPROG001	Female	20	19-23	Any other White background	No LLD/Health problems		Product Design and Development Engineer (degree) (Std: 12
ZPROG001	Female	30	24+	Not provided	No LLD/Health problems		Registered Nurse - degree (NMC 2010) (Std: 170)
ZPROG001	Female	20	19-23	English/Welsh/Scottish/Northern Irish/British	No LLD/Health problems		Product Design and Development Engineer (degree) (Std: 12
ZPROG001	Male		24+	English/Welsh/Scottish/Northern Irish/British	No LLD/Health problems		Product Design and Development Engineer (degree) (Std: 12
ZPROG001	Male	45	24+	English/Welsh/Scottish/Northern Irish/British	No LLD/Health problems		Product Design and Development Engineer (degree) (Std: 12
ZPROG001	Male	53	24+	Any other White background	No LLD/Health problems		Academic Professional (Std: 272)
ZPROG001	Male	49	24+	Any other Black/African/Caribbean background	LLD or Health problem		Academic Professional (Std: 272)

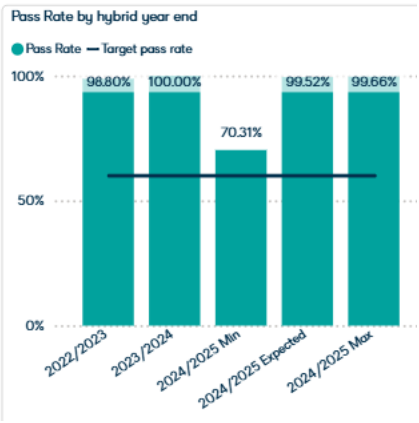
Understanding QAR Scenarios: Minimum, Expected & Maximum

These three QAR indicators help estimate potential outcomes based on learner completion scenarios:

- **Minimum (Worst Case):** Assumes no learners currently in learning will achieve.
- **Maximum (Best Case):** Assumes all learners currently in learning will achieve.
- **Expected:** Assumes current learners will achieve at the same rate as those already completed.







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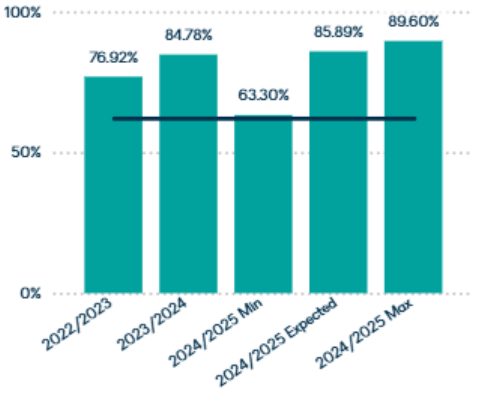

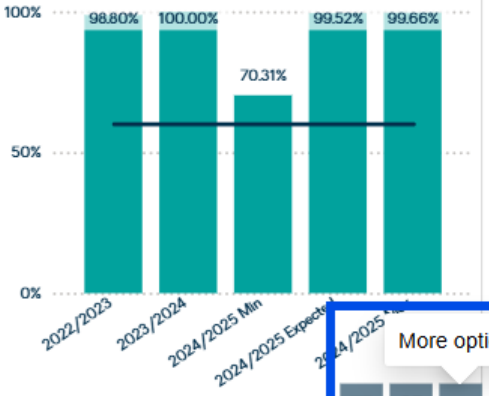

More options

Learner aims

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ZPROG001	Female	30	24+	African	No LLD/Health problems		Healthcare Assistant Practitioner (Std: 102)
ZPROG001	Male	47	24+	African	No LLD/Health problems		Advanced Clinical Practitioner (integrated degree) (Std: 252
ZPROG001	Female	47	24+	Any other White background	No LLD/Health problems		Advanced Clinical Practitioner (integrated degree) (Std: 252
ZPROG001	Female	40	24+	English/Welsh/Scottish/Northern Irish/British	No LLD/Health problems		Advanced Clinical Practitioner (integrated degree) (Std: 252
ZPROG001	Female	32	24+	Irish	No LLD/Health problems		Advanced Clinical Practitioner (integrated degree) (Std: 252
ZPROG001	Male	44	24+	Any other Asian background	No LLD/Health problems		Advanced Clinical Practitioner (integrated degree) (Std: 252

Checkpoint and Virtual Assistant

Checkpoint and Virtual Assistant

Checkpoint and Virtual Assistant

Key Learning Benefits when combining Checkpoint with Virtual Assistant:

- Understanding reinforcement – Provides explanations of correct answers, helping learners grasp underlying concepts and strengthen their knowledge
- Gap identification – When learners answer incorrectly, the Virtual Assistant identifies knowledge gaps and explains why responses were wrong, guiding them towards correct reasoning
- Active learning – Enables learners to review and consolidate understanding whilst addressing misconceptions in real time

Checkpoint and Virtual Assistant Reporting

Checkpoint > Programme > Adult Care Worker L2 - Checkpoint

Search by learner | Filters

Learner	Programme Start	Programme End	Average Completed Checkpoint Score
[illegible]	11/01/2024		12.5%
[illegible]	11/01/2024	11/07/2028	21.43%
[illegible]	11/01/2024	13/11/2028	60%
[illegible]	11/03/2024		8.33%

1 | 10 items per page

Programme Summary

Checkpoint > Programme > Adult Care Worker > Jack Laugher

Programme Summary | Checkpoints | Learning Plan Components

Jack Laugher

Programme Summary

Planned End Date 04/02/2026

Next Review: -

Checkpoint Summary

Checkpoints Completed	Latest Score	Avg. Score	Avg. # of Questions	Avg. Time Spent on each Checkpoint
1	91%	91%	11	3 mins

Programme Summary | Checkpoints | Learning Plan Components

Learning Plan Components

Search by learning plan component | Filters

Learning Plan Components	Component Type	Complete By	Due By	Status	Mapped KSBs
Component 1	Assignment (task)	26/01/2024	26/01/2024	Not Started	15
Component 2	Meeting	29/01/2024	29/01/2024	Not Started	6
Component 3	Mentoring	22/02/2024	22/02/2024	Not Started	3

1 | 10 items per page

1 - 3 of 3 items

st approach this via the Institute for Apprenticeships and Technical Education Theory

t consider internal conflict resolution structures and might not be the appropriate first step.

proach.

ely, aiming at improvement rather than confrontation.

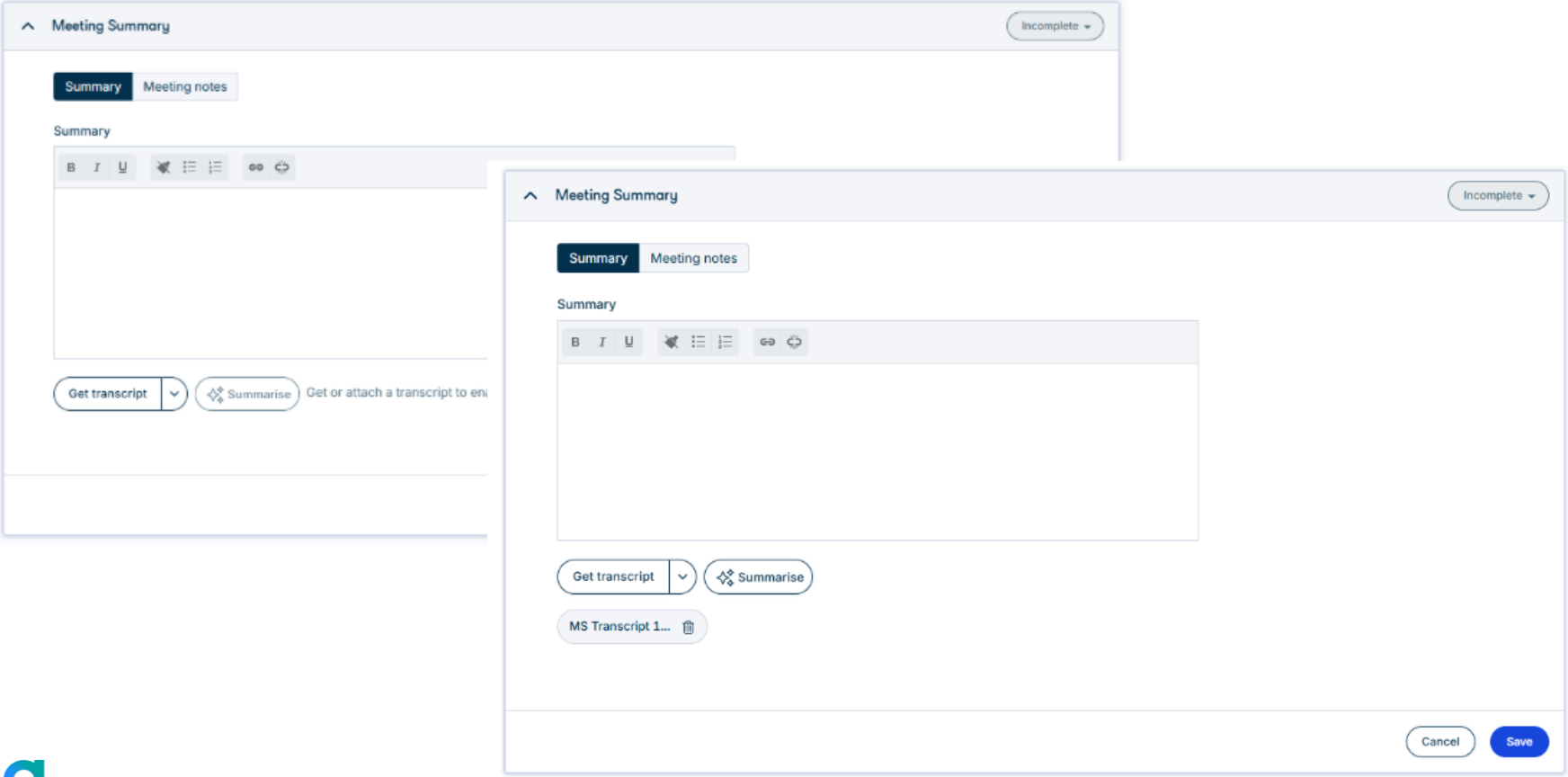
Aptem Reviews

Reviews best practice

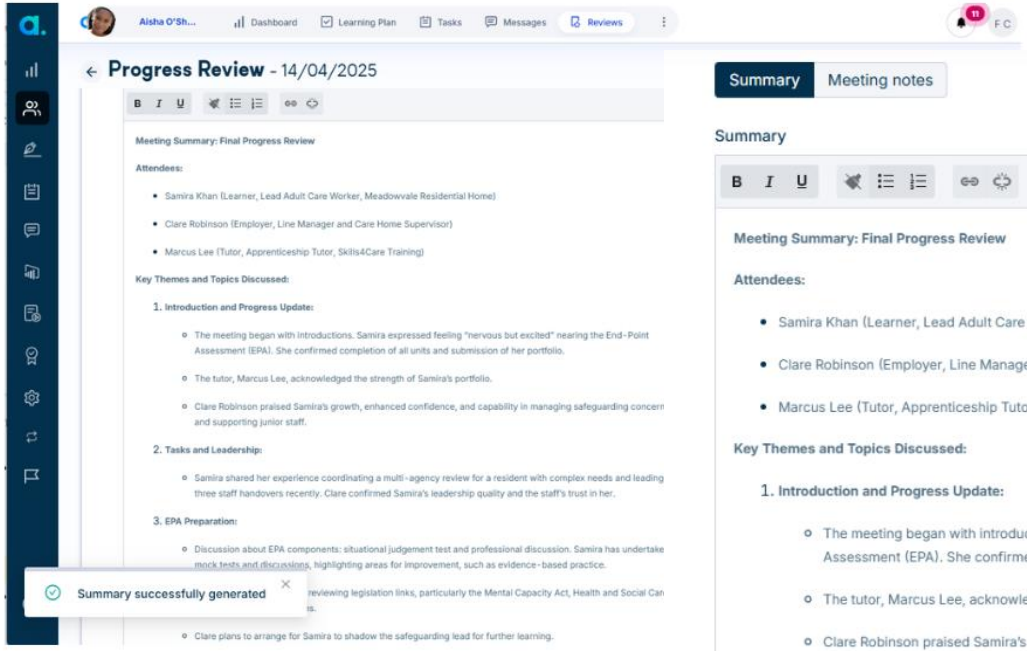
Using reviews to monitor progress, challenge the learner and set realistic targets

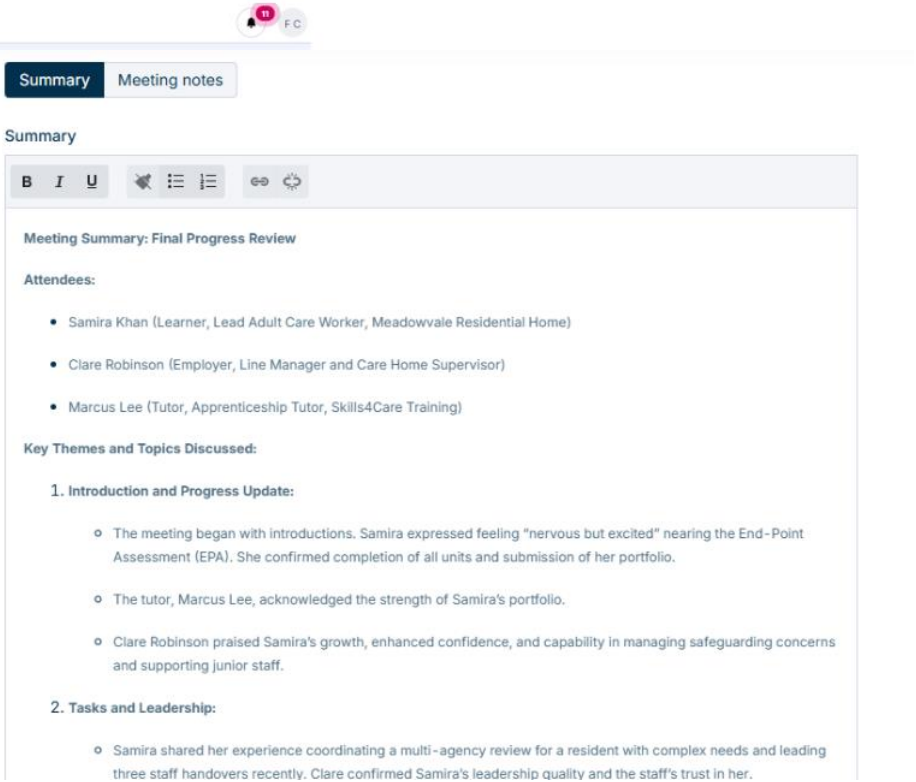
- Having static data points within reviews to create better optics for reporting
- Make the questions qualitative…are they meaningful?
- Don't wait for the disengaged learner to become a BIL
- Reporting on review responses in OData

Review Summarisation



Review Summarisation





Review Summarisation

Learner & employer view

If the section is made visible to learners or employers in the Reviews token, the learner or employer will have access to a read-only version of the summary as soon as the generation of the summary is complete. The learner or employer cannot edit the review section even if the section is set to "Can edit" in the Reviews token. or employer can still add meeting notes, attach files or retrieve transcripts from Teams if the section is them.

The summary will then export to the review PDF:

Transcripts Review

Information

Jo Smith	**Programme Name:**	Communications Connector with Teams - demo
	Programme Start Date:	22/04/2024
	Planned End Date:	21/04/2025
	Employer:	FN Employer
	Manager:	Jim Test Employer

Meeting Summary

Meeting Summary: Final Progress Review for Samira Khan
Participants:
- Samira Khan, Apprentice Lead Adult Care Worker
- Clare Robinson, Employer and Line Manager
- Marcus Lee, Apprenticeship Tutor

Key Themes Discussed:

1. **Introduction and Progress Overview:**Samira expressed feeling "nervous but excited" as she nears the End-Point Assessmen (EPA), having completed her units and submitted her portfolio.Marcus reviewed Samira's portfolio positively, and Clare highlighl Samira's growth in confidence, particularly in managing safeguarding concerns and supporting junior staff.
2. **Tasks and Leadership:**Samira discussed recent leadership tasks, such as coordinating a multi-agency review and leading stat handovers. Clare reinforced Samira's leadership qualities and the trust she has earned from the staff.
3. **EPA Preparation:**Samira has been engaging in mock tests and had a mock professional discussion with Marcus, helping her identify areas for improvement, specifically in evidence-based practice.Marcus advised Samira to enhance her knowledge of legislation links like the Mental Capacity Act and safeguarding duties, with Clare arranging a shadowing opportunity with their safeguarding lead.
4. **Final Concerns and Readiness:**Samira mentioned her nerves but maintained she feels ready, supported by her reflective accounts and feedback.Clare confirmed Samira's competencies, stating she has demonstrated the knowledge, skills, and behaviours (KSBs) required for EPA.

Review

Additional Learning Support review - 23/05/2025

Learner Information

Freya Test Learner

Programme Name:	Virtual Assistant
Programme Start Date:	07/02/2025
Programme Status:	Active
Employer:	-
Manager:	-

Previous Meeting Summary

Meeting

ALS Review - 23/05/2025

Summary

Meeting Summary: Final Progress Review

Attendees:

- Samira Khan (Learner)
- Clare Robinson (Employer, Line Manager)
- Marcus Lee (Tutor)

Themes and Topics Discussed:

1. **Progress and Development:**
   - Samira expressed feelings of nervousness but excitement as she approaches her End-Point Assessment (EPA).
   - Marcus Lee reviewed Samira's portfolio and evaluated it as strong.
   - Clare Robinson noted Samira's significant growth in confidence, particularly in managing safeguarding concerns and supporting junior staff.
2. **Recent Leadership Tasks:**

Key Takeaways

Driving Achievement with Apem

- 📊 Start with the End in Mind - Focus on your QAR from day one.
- 📈 Use the Quality Dashboard for insight
- 🧠 Checkpoint = AI-powered learning tool
- 🤖 Virtual Assistant = 24/7 learner support
- 🚦 Turn data into action
- 📋 Make reviews count
- 📝 Use AI to summarise reviews
- 📤 Connect your data, evidence your impact

Any questions?

Who and what is FIN?

The introductory meetings and advice from FIN have already been incredibly useful and their templates are clear and user-friendly. There is also a fantastic bank of resources to draw upon. Sharing experiences with other FIN members in the networking meetings is a bonus. – ***University of Sunderland***

FIN benefits of membership

Quality improvement, preparation for inspection built on **current inspection analysis.**

Review of your self-assessment report (SAR) with detailed written feedback.

Expert advice when you need it most, from our **specialist team** of former or current inspectors

A library of resources and templates focused on quality improvement, inspection preparation, and safeguarding.

Member workshops, networking meetings and sector updates, keeping our members **informed** and **prepared.**

Member Testimonials

"We take full advantage of many areas of FINs membership make use of the SAR, Prevent Action Plan and QIP templates. The 'Aiming for Outstanding' events especially good, when else can you have another provider who just got outstanding in front of you to ask all your questions". ***Charlotte, Exceed Training***

'Absolutely would recommend FIN to all other ITP's to provide the support and guidance to feel ready for inspection. Lots of useful tools and resources and 1-1 direct support.' - ***Helen Dixon, Creative Alliance***

"I wanted to share our recent Ofsted inspection report with you and to thank you for the support and documentation you provide, which has helped us achieve an "Outstanding" grade. We utilise lots of your materials, workshops and updates and this helped to ensure we were well-prepared and ready for the inspection in the best way we could be."
" – ***Carla, Debut Academy***

"We've spent a lot more on other consultants in the field and what I've got from Bob and James in a few days has been well beyond anything we got from them! To use an Ofsted rating, James and Bob are Outstanding!!!" – ***Vanessa, London Metropolitan University***

"The support and best practice sharing you receive has really supported our organisations journey of continuous improvement. The resources available are fantastic and are fully utilised within our teams." – ***Frances, DBC Training***

FIN membership

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