This checklist is for Head Teachers, line managers and Local Authorities to use to assess the provision and benefits offered by providers intending to or bidding to deliver apprenticeships in their schools, or a part of a review of provision or issues during the apprenticeship. Its purpose is to identify clear examples of excellence and confirm that capacity and capability exists, but also to identify possible gaps or issues that may require additional action by the school or the provider to ensure a successful apprenticeship experience. Its purpose is also to confirm that the school line manager and apprentice are meeting their own commitment to a successful partnership.

| **CRITERIA** | | **Good** | **Better** | **Best** | School Commitment in Return | Score/Comments |
| --- | --- | --- | --- | --- | --- | --- |
| **Relevant capacity and capability**  Can they demonstrate their understanding of the school working environment | | 1. They have a recent and successful record of delivery in schools | 1. They have trainers who have worked in schools or a longstanding track record of working with schools | 1. Provider embedded in schools sector with a long history (over 10 years) of delivery 2. Delivers wider programme of training to the school sector 3. Training team includes ex-school staff | * line manager and apprentice contributing to requests for contextualised activities e.g. projects * line manager works with provider to address / offers to support any gaps in knowledge |  |
| **Design of the OTLA elements**  Is the off the job learning fully planned and not excessively reliant on the school to find other activity**?** | | 1. Their programme is close to the 20 % OTJL hours required | 1. Their programme is close to the 20 % OTJL hours required 2. They have a clear plan of where the school needs to identify other activity | 1. Their programme is close to the 20 % OTJL hours required 2. There is a guide for the school to use with the provider to identify quickly where OTJL can be identified 3. provider is flexible and willing to change their approach where needed | * line manager responds to requests for examples of off the job learning * line manager is well versed in the apprenticeship content KSB and actively works with the learner * line manager and apprentice proactively track the OTJL and if it slips work quickly to replace this learning |  |
| **Planned learning adds value**  Is the learning well organised and does the provider stick to the schedule? | | 1. Planned learning and monitoring activity happens as planned. 2. Provider attendance is punctual | 1. Planned learning and monitoring activity happens as planned and is evaluated with the apprentice 2. Provider is quick to respond to absence in apprentice and re-schedule | 1. Planned monitoring activity happens as planned. 2. Provider is quick to respond to absence in apprentice 3. school based OTJL is all scheduled early in the apprenticeship 4. Provider offers access to other relevant activities that enhance the learning experience | * Apprentice time in planned sessions is prioritised and attendance record is good * line manager quick to identify opportunities for school based off the job learning |  |
| **Organisation & Preparation**  How will they keep the line manager up to date with progress? | | 1. Progress report ahead of Tri-partite review 2. Issues raised quickly | 1. Monthly update on apprentice progress provided 2. Clear trajectory for future 3. Induction or other briefing for line manager | * Weekly Red/Amber/ Green rated progress summary, attendance and achievement grades as they are issued | * Line manager attends all meetings and is up to date with apprentice progress in the workplace, offering examples of skills achieved at reviews |  |
| **Support for School line manager and apprentice**  How will the provider support the line manager and apprentice? | | 1. Regular meetings, information exchange | 1. Thorough briefing/inductions with supporting information for line manager | * Manager and apprentice ‘handbook, guidance or other support for line manager / apprentice in place. * Regular meetings planning forward learning and support t | * Ensure that line managers understand what is required by the apprenticeship and takes their role on fully |  |
|  | Comments & Conclusions | | | | | |
|  |  | | | | | |