

**TRAIN TO GAIN**

**PROVIDER GUIDANCE**

**HANDBOOK FOR LEARNER PAPERWORK**

**May 2010**

Version 3.0

## Train to Gain Provider Guidance Handbook for Learner Paperwork

### Changes and Additions

#### v2.1 to v3.0

Page	Section	Amendment
All	All	Update references to LSC to Skills Funding Agency Removal of references to SME Flexibilities Updated support/guidance document references and links Update reference to current (2010/11) academic year
3	Introduction	Removal duplicated statement. Updated titles of Skills Funding Agency guidance documents
8	Enrolment and Data Capture Form, Section 5	Residency definitions updated to match those of the Skills Funding Agency
10	Enrolment and Data Capture Form, Sections 9 & 13	Updated information on the use of fields L41 and A47a
n/a	Individual Learning Plan (ILP) – SME Flexibilities	Removal of form and guidance reflecting cessation of this flexibility

#### v2.0 to v2.1

Page	Section	Amendment
10	Residency Criteria	Removal of "driving licence" as valid evidence of residency to comply with LSC policy

#### v1.11 to v2.0

Page	Section	Amendment
3	Introduction	Updated titles of LSC guidance documents
4	Background, SME Flexibilities	Removal of previous Item 'b' regarding Section 6 of Enrolment form
4		Removal of reference to A18 as no longer valid
4	Train to Gain / Integrated Employment and Skills	Paragraph updated to reflect current status of programme
5	Individual Learning Plan, Section 3	Removal of reference to 15 hour requirement
6	Individual Learning Plan, Section 10	Removal of reference to higher rate funding
6	Individual Learning Plan, Section 11	Removal of references to higher and lower rates of funding
		Inclusion of reference to new ILR fields A64/A65 which record planned hours of one to one and group work
11	Enrolment and Data Capture Form, Section 6	Inclusion of reference to question 8 which replaces the Planned Guided Learning Hours box on the Form
12	Enrolment and Data Capture Form, Section 6	Removal of references to the higher and lower rates of funding, 15 hours of training and evidence to support this
12	Enrolment and Data Capture Form, Sections 9 & 13	Removal of table
		Inclusion of brief descriptions for each relevant field
13	Enrolment and Data Capture Form, Section 10	Removal of reference to higher and lower rates of funding

## Train to Gain Provider Guidance Handbook for Learner Paperwork

### INTRODUCTION

This handbook is provided as additional guidance to assist providers in completing the following documents relating to the Employer Responsive Model (Train to Gain) **for the academic year 2010/11**:

- Train to Gain Enrolment and data capture form;
- Train to Gain Enrolment and data capture form for additional Learning Aims;
- Train to Gain Individual Learning Plan;
- Learner Review Record; and
- Record of Training and Support.

These documents have been produced following the Review of Bureaucracy within Train to Gain. They have been designed by providers for use by providers as a consolidated set of documents that capture the required information for enrolment to and delivery of Train to Gain learning **only**. It should be noted that they are therefore not appropriate for use with other employer responsive funded programmes, such as Apprenticeships.

Skills Funding Agency auditors will review this documentation as they would any other documentation, without prejudice. The evidence within these documents will be considered against the relevant Skills Funding Agency funding requirements.

These documents do not replace the need to submit an electronic ILR, but have been produced to help capture the information required.

The data requirements for an ILR submission are governed by *the information authority* and full details of these can be found in the ILR Specification and the Employer Responsive provider support manual. The latest versions of these documents can be downloaded from: <http://www.theia.org.uk/downloads/ilrdocuments>

The employer responsive (ER) ILR form that is published by *the information authority* is an alternative way for providers to capture the data required for an ILR submission. The layout of the ER ILR form may be easier to use for providers who return data using the Provider Online (POL) system as the screen layout of POL mirrors the ER form layout.

Providers would not be expected to use both sets of forms or to transfer data about existing learners onto the learner paperwork covered in this guidance. If the ER ILR form is used to capture ILR data then providers may wish to use the other applicable sections of this paperwork to capture additional information about learner eligibility.

The use of these documents is **not mandatory** for providers of Train to Gain provision. As such this document does not replace the following Skills Funding Agency guidance documents, their addendums and updates, but is to be used in conjunction with them. The full set of funding; learner eligibility; and programme guidance documents can be referenced from the Skills Funding Agency website:

<http://skillsfundingagency.bis.gov.uk/funding/policyandfunding/fundingpolicy/df/fundingpolicy201011.htm>

### Background

The learner paperwork covered by this guidance has been designed to meet the audit requirements of Train to Gain whilst also being as efficient as possible in producing this information / evidence. The paperwork is **not mandatory** but offered as 'model documents' for use by providers.

### The Core Train to Gain Offer

This handbook has been written with the purpose of providing specific guidance for completing the linked paperwork for a learner who is being funded through the Core Offer. As such all data fields / information are required unless it specifically states that it is only required for an SME Flexibilities learner.

### Train to Gain / Integrated Employment and Skills

These forms have been designed to be able to capture the data required for all the existing strands of Train to Gain. If you do intend to use these documents for the Response to Redundancy programme please ensure that you make full reference to the appropriate programme guidance.

**Please note that learners who are on a New Deal/other Government Funded Programme, are NOT eligible for Train to Gain funding.**

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### INDIVIDUAL LEARNING PLAN (ILP) – Core Offer

The ILP is a record of a plan which details a learner journey to complete a qualification or programme within a specific timeframe and should be a “live” working document. It records details of the learner and their starting points with reference to previous qualifications and work experience. The ILP should detail the arrangements for learning (training), assessment, and support. The ILP is the property of the learner and should be “owned” by them. It should be constantly reviewed and updated throughout the learner’s journey.

#### Section 1 – Qualification & Learner Details

- Enter the full title of the qualification working towards
- Enter the learner’s full name including any middle names
- Enter the learner’s date of birth
- Start date of programme
- Planned end date of programme
- Actual end date of programme (enter upon achievement)
- Awarding Body Registration number (once known)
- Enter date of registration with the Awarding Body (once known)
- Enter the relevant Awarding Body name

#### Section 2 – Learner Workplace Details

- Company details including full address and postcode, telephone number and contact name
- Assessor and Verifier details including centre address and phone numbers

#### Section 3 – Basic Skills Initial Assessment

- Initial assessment results identifying what score the learner achieved and what support is required for Skills for Life. This information can be entered over the page if necessary.

#### Section 4 – About your Work and Interests

Questions to be completed by the learner in full with as much information as possible for which the assessor can use and incorporate into the ILP.

This section also allows the recording of any APA or APL, particularly if it is intended to use these against claims for competency within the target qualification(s). Record all current learner qualifications, including GCSEs, NVQs, Key Skills & another. Please refer back to Section 3 of the ILR to ensure consistency and to check eligibility.

#### Section 5 – About what your Employer feels you need

This is usually captured on the Organisational Needs Analysis (ONA) when the Employer is initially contacted. Additional training that the Employer may feel they require such as Health and Safety, First Aid etc should be entered into this section to show additionality.

#### Section 6 – Induction Checklist

During the induction process, the learner will be issued the relevant documents to read and complete, along with relevant qualification information including IAG. Here they will tick each box in this section to confirm they have read this information and to show that they have received basic information about the company’s Health & Safety Policy and Procedures.

#### Section 7 – Review Schedule

From the sign up process, dates for reviews can be added in the planned section with a schedule following an eight to twelve week cycle, with the actual date being added once the review has been completed. If the learners programme is below 8-12 weeks in duration then a mid point review would be deemed as being acceptable as a progress review for the learner.

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### Section 8 – Learner Health & Safety Induction & Monitoring Record

To be completed by the learner to indicate basic Health and Safety knowledge of the workplace and the Employers requirements, as well as providing the assessor with essential information about the workplace.

### Section 9 – IAG Initial Course Review

This section should be completed by the assessor and completed with relevant workplace information including which resources have been used to prove this. The assessor or learner can fill in the questions before signing to confirm they are happy to continue. This forms part of the Initial IAG given to each learner.

### Section 10 – Skills Scan for Programme of Learning

This part of the ILP is to be used to provide evidence of how the learner can demonstrate competence for each NVQ unit. This can be gathered by discussions between the Assessor, Learner and/or workplace mentor and can involve any provider's individual skill scan, with this evidence mapped across, into the work based learning section alongside the unit number title and whether optional or mandatory.

S, A and N column. These are abbreviations for: **Sometimes, Always and Never**

Use these to record how often a particular skill is used or accomplished.

Where the learner or workplace has indicated that there are gaps in learning, use the Planned Learning Support box to indicate what learning will be issued towards that unit of the NVQ with the hours to complete each task planned in the next box.

Target date and actual achievement need to be revisited and corrected when applicable.

NB: Further pages can be added to record any additional learning required which may or may not be directly linked to the NVQ.

### Section 11 – Rationale

This section confirms the appropriateness of the learning aim to be undertaken and includes the estimated hours of support/learning/training consisting of one-to-one and group sessions as required for ILR fields A64 and A65. The provider is required to sign and date this section, to confirm the activity above.

### Section 12 – Declaration and Signatures

This section confirms that all parties are happy with the content of the document as well as the Initial IAG provided to the learner.

### Section 13 – IAG Mid Course Review

To coincide with the learner's first review, check their progress against IAG indicated at the start of the programme and add in any further additional support needs required as well as any changes. Both learner and assessor to sign and date alongside the progress review.

### Section 14 – IAG Final Course Review – Next Steps

Once the learner has completed their portfolio, complete this page to identify further objectives. Both the learner and assessor are to sign.

### Section 15 – Destination Information

To be completed in conjunction with Section 14 this page identifies the post learning destination for the learner and any additional comments.

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### ENROLMENT AND DATA CAPTURE FORM

The enrolment and data capture form is designed to capture the following information in respect of an individual learner:

- Personal Details;
- Learning Aim(s): and
- Learning outcome and destination on completion/withdrawal

The Train to Gain Enrolment and data capture form – Main Aim (**Version 4.0 May 2010**) together with this guidance may be used to record information for all learners undertaking Train to Gain learning aims during the 2010/11 academic year. Its purpose is to capture, in one record, both the standard enrolment and eligibility information and the data required for submission of the individualised learner record (ILR) when the individual is enrolled onto a programme of training.

Where an individual learner is enrolling on additional learning aims, such as a Skills for Life qualification alongside an NVQ, at the same time as the main enrolment then the Enrolment and Data Capture Form – additional learning aims (**Version 3.0 May 2010**) should be used to record the information on the additional aims required for the completion of the ILR record. As a continuation document of the main aim form it is not necessary to repeat the capture of eligibility information at this time.

However if a second period of training is being undertaken, in other words the individual is being inducted for a new set of training at a different time to the original main aim, then a new Main Aim form must be completed to ensure that any changes in circumstance are captured. The additional learning aims form may also be used if more than one aim is being undertaken at this time.

In all cases the latest versions of the **ILR Specification (<http://www.theia.org.uk/downloads/ilrdocuments/>)** and **Employer Responsive Provider Support Manual 2010/11** must be used in the completion of the enrolment forms as many of the fields require the selection of specific codes which relate to submission of an individualised learner record (ILR). To ensure that you are referencing the full range of up to date codes for the ILR they are not provided within this guidance. It should be noted however that for fields for which there is a standard default for all learners these have been included on the enrolment form.

The Enrolment Forms are separated by sections, which clearly capture the specified data for Train to Gain. These sections are listed below.

Enrolment and Data Capture Form – Main Aim:

- Learner Information (Section 1)
- Learning Difficulties, Disability and Employment Status (Section 2)
- Prior Attainment (Section 3)
- Eligibility for Train to Gain (Section 4)
- Residency Criteria (Section 5)
- Confirmation of Information, Advice and Guidance, Induction and Individual Learning Plan (Section 6)
- Employer Details (Section 7)
- Learning Aim and Funding Details (Section 8)
- Special Monitoring Data (Section 9)
- Declarations, Signatures and Data Protection (Section 10)
- Achiever/Early Leaver Information (Section 11)

Enrolment and Data Capture Form – Additional Learning Aims:

- Additional Learning Aim & Funding Details (Section 12)
- Special Monitoring Data (Section 13)
- Additional Aim Declaration (Section 14)
- Additional Aim Achiever/Early Leaver Information (Section 15)

The Main Aim form must be signed and dated on the first day of learning by the learner, employer and provider.

Correction fluid **MUST NOT** be used on the form or other key evidence provided to support funding claims, any alterations must be crossed through and initialled by the person authorised to make changes.

All boxes highlighted in grey are **mandatory** and must be completed whilst the  white boxes are **optional**.

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### Section 1 – Learner Information

### Section 2 – Learning Difficulties/Disabilities and Employment Status

Almost all of the information captured in these two sections is directly related to the information required for submission of the ILR. For ease of translation the same field numbers have been used so that information can be easily related when inputting ILR data.

The exceptions are the "Title" and "Email" fields which are included should providers wish to capture this information.

Detailed guidance on the completion of and coding for ILR fields are contained within the ILR Specification and Employer Responsive Provider Support Manual, both of which are available via the **Downloads** section of *the information authority* website: <http://www.theia.org.uk/downloads/ilrdocuments/>

### Section 3 - Prior Attainment Level

**Prior Qualifications** - Learners must inform the Training Provider in this section of all existing qualifications. Please enter these qualifications into the space available within the document or if required continue on an additional sheet and attach it to the enrolment form.

**Highest and Additional Qualification** – If a learner is being engaged on a repeat qualification – that is a learner who already has an existing qualification at the level at which they are about to train (i.e. a prior level 2 or higher when undertaking a level 2 or prior level 3 or higher when undertaking a level 3), then the highest qualification gained must be entered, followed by the eligible additional qualification to be undertaken. Eligible qualifications can be found within the Sector Skills Councils, National Second Full Level 2/Level 3 lists; [http://engage.traintogain.gov.uk/services/tgoffer/level\\_2/](http://engage.traintogain.gov.uk/services/tgoffer/level_2/)

### Section 4 – Eligibility to Enter Train to Gain

This section is mandatory and is to confirm the Eligibility of the learner. Please tick the appropriate field.

**Please note that learners who are on a New Deal/other Government Funded Programme, are NOT eligible for Train to Gain funding.**

### Section 5 – Residency Criteria

This field is mandatory. Learners must be, on the 'relevant date' (see paragraph below), 'settled' in the UK, and have been ordinarily resident in the UK and Islands (that is including the Channel Islands and the Isle of Man) for the three years preceding the 'relevant date' (see paragraph below), and whose main purpose for such residence was not to receive full-time education during any part of the three-year period.

In the learner eligibility paragraphs below the term 'relevant date' refers to 'the first day of the first academic (or teaching) year of the course' and this is defined as:

- 1 September if the academic year starts between 1 August and 31 December;
- 1 January if the academic year starts between 1 January and 31 March;
- 1 April if the academic year starts between 1 April and 30 June;
- 1 July if the academic year starts between 1 July and 31 July.

'Settled' means having either indefinite leave to enter or remain (ILE/R) or having the right of abode in the UK. British citizens and certain other people have the right of abode in the UK:

- those with European Community–United Kingdom of Great Britain and Northern Ireland passports;
- British Dependent Territory Citizens (now known as British Overseas Territory Citizens);
- those whose passports have been endorsed to show they have right of abode in the UK;
- those who have a certificate of naturalisation or registration as a British Citizen.

A - A national of any European Union (EU) country or the spouse, civil partner or child or grandchild or dependant parent or grandparent of an EU national, or of the EU national's spouse or civil partner, where the learner has been ordinarily resident in the European Economic Area (EEA) for the three years preceding the 'relevant date'.

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B - An EEA migrant worker or the spouse, civil partner or child or dependant parent or grandparent of an EEA migrant worker or of the EEA migrant worker's spouse or civil partner, where the learner has been ordinarily resident in the EEA for the three years preceding the 'relevant date'.

C - Anyone who is recognised as a refugee by the UK Government (granted refugee status) who has remained ordinarily resident in the UK and Islands since being so recognised, or the spouse or civil partner or child of such a refugee.

D - Anyone refused refugee status but who has been granted leave to stay by the Secretary of State, granted humanitarian protection (HP) or discretionary leave (DL), or was granted exceptional leave to enter or remain (ELE/ELR) by the UK Government, and who has remained ordinarily resident in the UK and Islands since being so recognised, or the spouse, civil partner or child of such a person.

E - Learners studying under reciprocal exchange agreements.

F - Learners who are children of Turkish workers where the Turkish worker has been lawfully employed and resident in the UK at any time in the past and where the learner has been resident in the EEA and Turkey for the full three-year period prior to the commencement of their programme.

**Definition of Ordinary Residence** - For funding purposes, the Skills Funding Agency regards as ordinarily resident in a given country any person who habitually, normally and lawfully resides from choice and for a settled purpose in that country. Temporary absences from the relevant area should be ignored. Someone who has not been ordinarily resident because he or she or the person's parent or spouse or civil partner was working temporarily abroad will be treated as if the person had been ordinarily resident in the relevant area.

Please refer to the Skills Funding Agency's Learner Eligibility Guidance for additional eligibility guidelines.

Please tick **Yes or No**. If '**NO**', then please give details of the circumstances in order that eligibility for participation onto the programme can be confirmed.

**If learners are not normally and lawfully resident in the UK the training provider must discuss and explain how learners may still be eligible for Train to Gain and that evidence will need to be provided.** Evidence can be in the format of Home Office papers, Immigration and Nationality Departmental Letter or Passport and the provider should document the evidence seen. Copies of such documents are not required to be held by the provider.

**The following is reproduced from the guidance document *Agency Funding Guidance 2010/11: Learner Eligibility Guidance*, Section 3: Evidence of Learner Existence and Eligibility.**

Providers are required to scrutinise applications for study by learners to ensure that they are eligible for Agency funding under Section 2 and to support the learner's case for consideration as ordinarily resident in England. Good practice is for providers to record (rather than photocopy) documentation to prove eligibility, including any relevant documentary evidence to support any individual learner eligibility granted for learners not meeting the normal three-year residency requirement. Where documentation is recorded as having been seen, providers need to be fully aware of the implications of the documents they are approving. In particular, providers are advised that the **Agency does not require or expect passports to be photocopied by providers**, although passport numbers or references may be recorded by providers where necessary.

### **Section 6 – Information & Advice, Initial Assessment, Individual Learning Plan and Induction**

Q1 to Q8 - This section is to confirm that the learner has undertaken the mandatory elements of the Train to Gain service including: Information, Advice and Guidance session, Initial Assessment of language, literacy, numeracy skills, Initial Assessment of vocational skills, development of an Individual Learning Plan, a structured Induction to the programme of learning/training, a discussion around the options available to the learner which should include Apprenticeships and confirmation that the provider has discussed the Initial Assessment results with them. All elements of this section **MUST** be completed with the learner and are ticked – **Yes**.

### **Section 7 – Employer Details**

These are not ILR fields but are included to record the name and contact details of the learners' employer.

#### **Employer /Voluntary Organisation Name – this field is mandatory**

The name of the Employer that employs the learner undertaking this learning aim, as well as Voluntary

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organisations.

### Contact Name – this field is mandatory

The contact name at the Employer/Voluntary organisation. This contact would be the person who is signing all the necessary funding documentation on behalf of the employer/voluntary organisation.

### Telephone Number – this field is optional

The workplace telephone number of the Employer.

### Email – this field is optional

The email address of the Employer/Voluntary organisation or the contact name as above.

## Sections 8 & 12– Learning Aim and Funding

The information captured in this section is directly related to the information required for submission of the ILR. For ease of translation the same field numbers have been used so that information can be easily related when inputting ILR data.

Detailed guidance on the completion of and coding for ILR fields are contained within the ILR Specification and Employer Responsive Provider Support Manual both of which are available via the Downloads section of *the information authority* website: <http://www.theia.org.uk/downloads/ilrdocuments/>

## Sections 9 & 13– Special Monitoring Data

### L40 National Learner Monitoring

Is used to monitor participation in specific programmes and initiatives. Please refer to the latest version of the ILR Specification for valid codes.

### L41 Local Learner Monitoring

This field is no longer required for learners who start on or after 01 August 2010. Continuing learners from 2009/10 should continue to return the same codes as defined by local LSC's in 2009/10.

### L42 Provider Specified Learner Data

Is available for provider specified data to allow it to analyse the ILR to its own requirements.

### A47a/b Local Learning Aim Monitoring

This field is no longer required for learners who start on or after 01 August 2010. Continuing learners from 2009/10 should continue to return the same codes as defined by local LSC's in 2009/10.

Previously UKPRN numbers for sub contracted provision may have been collected through these fields; this information should now be recorded in field A22, Franchise and partnership delivery provider number, for 2010/11.

### A48 a/b Provider Specified Learning Aim Data

Is available for provider specified data to allow it to analyse the ILR to its own requirements.

Your Skills Funding Agency Account Manager will inform you of the information they wish to see in fields L41 and A47a/b. If a field is not being used a null value must be entered.

## Section 10 - Declaration

Please ensure that the Learner, Employer and Provider sign and date this document. The document must be signed and dated on the first day of training. Please ensure that the dates are entered by the relevant parties.

The declarations are confirming that all the information contained in this document is correct. The learner and employer are declaring that the learner is eligible for funding and they have a contract of employment (where applicable), they fulfil the residency regulations for the Skills Funding Agency in England and that all options relating to training have been discussed.

The provider is declaring that the recorded information is correct and that evidence relating to Eligibility, Contract of Employment (where applicable) and Proof of Residency has been seen.

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This document also confirms that - Initial Assessment, including screening; IAG; Induction and the development of an ILP have been undertaken with the learner and evidence is held against these processes.

This field is used to indicate restrictions on the use of the learner's data. When transferring the information conveyed in these boxes into the ILR submission the following codes should be used;

L27a	L27b	Code	
✓	✓	1	Learner has withheld permission to be contacted
2	2	2	Learner is not to be contacted, for example where a learner has died, or suffered severe illness during the programme.
	✓	3	Learner has only withheld permission to be contacted about courses or learning opportunities by post.
✓		4	Learner has only withheld permission to be contacted for survey and research
Blank	Blank	9	No additional restrictions on the use of this learners record

The Skills Funding Agency also allocates a Unique Learner Number via its Learner Registration Service (LRS). Details of opt-out of data sharing can be found at the LRS website; [www.learningrecordservice.org.uk](http://www.learningrecordservice.org.uk) or by calling 0845 602 2589

### Sections 11 & 15 – Achiever/Early Leaver Information

Detailed guidance on the completion of and coding for ILR fields are contained within the ILR Specification and Employer Responsive Provider Support Manual both of which are available via the **Downloads** section of *the information authority* website: <http://www.theia.org.uk/downloads/ilrdocuments/>

The provider signs to confirm that the information entered is correct.

### TRAIN TO GAIN ENROLMENT AND DATA CAPTURE FORM – ADDITIONAL LEARNING AIMS

Where an individual learner is enrolling on additional learning aims, such as a Skills for Life qualification alongside an NVQ or a range of SME Flexibilities units, at the same time as the main enrolment then the Enrolment and Data Capture Form – additional learning aims (**Version 3.0 June 2010**) should be used to record the information on the additional aims required for the completion of the ILR record. As a continuation document of the main aim form it is not necessary to repeat the capture of eligibility information at this time.

However if a second period of training is being undertaken, in other words the individual is being inducted for a new set of training at a different time to the original main aim, then a new Main Aim form must be completed to ensure that any changes in circumstance are captured. The additional learning aims form may also be used if more than one aim is being undertaken at this time.

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### RECORD OF TRAINING & SUPPORT

This document is to record your Training and Support activities undertaken with the learner throughout the Train to Gain programme. Please record **each Activity separately** and ensure that the correct activity heading is ticked.

On completion of the learning the Employer will sign and date to confirm that the learning and hours detailed in this document are correct.

Please see example below:

Programme Element		Programme Provision								Attendance/Signatures						
Vocational Area (must relate to the qualification units)	Description of Activity	Skills for Life	Distance Learning	Learning/ Training	Knowledge & Understanding	Support/Feedback/Instruction	Assessment/ Observation	Portfolio Building	Performance Review	IAG	Actual Delivery Times	Actual Delivery Date	Eligible Hrs	InEligible Hours	Learner	Assessor
Unit 1	Workshop in Customer Complaints			✓							From: 09:30 am To: 11.30 am	01/08/09	2 hrs		Learner Signs	Assessor Signs
Unit 2	Assessment against Customer Complaints						✓				From: 10.00 am To: 10.30 am	15/08/09		30 mins	Learner Signs	Assessor Signs
Unit 2	K&U Questions relating to Dealing with Complaints				✓						From: 10.30 am To: 11.30 am	15/08/09	1 hr		Learner Signs	Assessor Signs
<b>Total Number of Hours:</b>													3 hrs	30 mins		
													Eligible	Ineligible		

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### LEARNER REVIEW RECORD

The Learner Review is a structured, planned meeting with the learner, employer (where applicable) and training provider to check the progress a learner has made against their individual learning plan, and to plan in detail the training the learner is to receive between the current and next progress review meetings.

The review should flow following a 'past, present and future' method, once all the relevant learner details have been entered by using the Individual Learning Plan as a guide for the information.

IAG - Providers will need to discuss and record issues/concerns and advice given. Identify and record any additional support needs and arrangements for addressing these. Occasionally, these needs may be of a sensitive nature and it might be appropriate to record them in a confidential file, however, reference should be made on the progress review form.

**Learning undertaken during period of review (past)** - This should contain all the learning that the learner has completed since their sign up or the last review, whichever is applicable for the current review. This can also include learning given to and completed by Skills for Life learners.

**Details of progress (present)** - This section should include all the progress the learner has made towards the completion of learning/training using information from the portfolio and ILP, including progress of units, units achieved and units yet to be opened. Again, progress towards Skills for Life should also be entered in this section if being undertaken.

**Actions to be completed by next review (future)** - Use this box to plan actions and work to be undertaken between now and the next review, the learner and assessor will be able to focus on the elements of the training/NVQ that are required to still be progressed towards achievement.

When actions are being set with the learner, these need to be SMART targets:

- Specific - clear, concise and action focused – you state exactly what the learner will do or learn
- Measurable - stated in terms of quality and/or quantity – exactly how will you and the learner know when they've achieved it?
- Agreed - between the learner, employer (where applicable) and assessor
- Realistic - stretching targets which are based on where the learner is now and what they can achieve with support
- Time-framed - have an end date and/or time frames in which action will take place

**Health and Safety issues discussed** - A question or a discussion on relevant health and safety issues with the learner should take place to reiterate and refresh the learner on H&S principles. If issues are raised then these should be explored, discussed and appropriate action recorded.

**Equal Opportunities issues discussed** - A question or a discussion on relevant equal opportunities with the learner should take place to monitor their understanding of Equality & Diversity. If issues are raised then these should be explored, discussed and appropriate action recorded. In this section the provider can also check the learners understanding of the Complaints/Appeals policy and procedure and record any issues.

**Amendments required to the learning plan** - At this point any IAG should be included and also updated on the ILP.

**Any Additional Comments** – this section is for all three parties to provide feedback on progress, quality of experience, delivery and how the learning is benefiting the role.

**Learner/Employer and Assessor Signatures** – Signature and dates to be completed at this section to confirm agreement of the content within the review document. Wherever possible it is good practice to ask the Employer to be part of the progress review and to comment and sign the document.