



EMPLOYERS GUIDE 2026

**ONGOING SUPPORT, ASSESSMENTS &
MANAGING APPRENTICE PERFORMANCE**



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ONGOING SUPPORT AND ASSESSMENT

Effective support and structured assessments help apprentices progress successfully. BPIF Training partners with both the apprentice and employer to monitor development and prepare for the final assessment.

OFF-THE-JOB TRAINING

Apprentices will spend around **6 hours per week** on off-the-job (OTJ) training, which takes place during their regular working hours. This training doesn't necessarily mean time away from their usual tasks, as many learning activities happen naturally within their role. The key is to track and record these activities as part of the apprentice's development. Examples of OTJ training include:

- **Workshops and Webinars:** Formal sessions outside of regular duties where the apprentice builds new skills.
- **Learning New Skills on the Job:** For example, observing a colleague perform a task or learning a new process can count as OTJ.
- **Project Work:** Assigning a relevant project allows the apprentice to apply new skills in a structured way.
- **Online Learning:** Completing relevant online courses or modules that support their role.
- **Shadowing Experienced Staff:** Observing senior colleagues on complex tasks provides valuable insight and skills.

By documenting these activities, employers ensure they meet the OTJ requirement, integrating learning directly into the apprentice's role.

PROGRESS REVIEWS

BPIF Training conducts regular **progress reviews** throughout the apprenticeship. It is valuable for employers to attend these reviews alongside the apprentice, as these sessions are a key part of the apprenticeship process. Reviews provide the opportunity to:

CHECK IN WITH BOTH APPRENTICE AND EMPLOYER:

Allowing both parties to discuss progress, address any concerns, and celebrate achievements.

REVIEW TRAINING GOALS:

Monitoring milestones and making adjustments to the learning plan as needed.

PROVIDE CONSTRUCTIVE FEEDBACK:

Offering the apprentice insights on strengths and areas for growth.

Employer involvement in these reviews strengthens the apprentice's support system and ensures alignment on their progress.

END-POINT ASSESSMENT (EPA)

The End-Point Assessment (EPA) is the final stage of the apprenticeship, verifying the apprentice has gained the necessary skills and knowledge. The EPA typically includes:

- **Practical Assessments:** Demonstrating competencies in a real-world context.
- **Knowledge Tests:** Assessing the apprentice's understanding of the theoretical aspects of their training.
- **Interviews or Presentations:** Allowing the apprentice to discuss and demonstrate their skills.

BPIF Training provides structured support to prepare for the EPA, including:

- **Mock Assessments:** Offering practice opportunities to build confidence.
- **Detailed Guidance:** Ensuring the apprentice and employer understand all requirements and expectations.

MANAGING APPRENTICE PERFORMANCE

Managing an apprentice's performance is a continuous process that helps them understand their role, achieve learning goals, and contribute to the business. Here are key components to ensure effective performance management:

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SETTING CLEAR EXPECTATIONS

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REGULAR CHECK-INS AND ONE-TO-ONE MEETINGS

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FORMAL PROGRESS REVIEWS

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ADDRESSING PERFORMANCE ISSUES

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ENCOURAGING ENGAGEMENT AND DEVELOPMENT

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PREPARATION FOR THE END-POINT ASSESSMENT (EPA)

SETTING CLEAR EXPECTATIONS

- **Define Objectives:** From the start, set clear, realistic, and achievable goals with the apprentice. These goals should align with both the apprenticeship standard and the business's broader objectives. Regularly review and adjust these objectives as needed.
- **Clarify Roles and Responsibilities:** Make sure the apprentice understands how their role supports the team and the organisation. Clear expectations help apprentices see the value of their work and stay motivated.

REGULAR CHECK-INS AND ONE-TO-ONE MEETINGS

- **Frequent Feedback:** Schedule regular one-to-one meetings, ideally weekly or bi-weekly in the early stages. Use these sessions to recognise achievements, address any concerns, and discuss progress towards objectives.
- **Constructive Feedback:** Offer both positive feedback to reinforce strengths and constructive feedback for improvement. These conversations encourage apprentices to reflect on their performance and identify areas to develop.

FORMAL PROGRESS REVIEWS

- **Interim Reviews:** Align formal progress reviews with the apprentice's training milestones. During these reviews, celebrate successes and identify areas needing further focus. Ensure the training provider is involved to align learning progress with on-the-job performance.
- **Annual Appraisal:** Conduct an annual review to evaluate the apprentice's overall contributions and development throughout the year. This is an opportunity to formally document performance, reflect on the past year, and set goals for continued growth.

ADDRESSING PERFORMANCE ISSUES

- **Open Communication:** If performance concerns arise, address them early through honest conversations. Explore any challenges the apprentice might be facing, and work together to find solutions.
- **Support from BPIF Training:** Involve us to explore additional support or adjustments to the apprentice's training plan. The training provider can offer resources and guidance to help manage underperformance.
- **Structured Improvement Plans:** If issues persist, consider a formal improvement plan outlining specific steps and support. Clearly communicate the expectations and timeline for improvement, and check in frequently to monitor progress.

ENCOURAGING ENGAGEMENT AND DEVELOPMENT

- **On-the-Job Learning Opportunities:** Allow apprentices to apply their skills by giving them meaningful responsibilities and new challenges that align with their training.
- **Encourage Initiative:** Support apprentices in taking ownership of their learning by encouraging them to ask questions, seek feedback, and contribute ideas. This fosters confidence and commitment.
- **Promote Professional Development:** In addition to their apprenticeship, encourage further development through networking opportunities, involvement in relevant projects, and exposure to other areas of the business.

PREPARATION FOR THE END-POINT ASSESSMENT (EPA)

As the apprenticeship nears completion, prepare the apprentice for the End-Point Assessment by:

REVIEWING REQUIREMENTS:

Ensure the apprentice understands the EPA process and what is required for success.

PRACTICAL ASSESSMENTS:

If applicable, provide mock assessments or practice opportunities, such as presentations or interviews, to build confidence.

CELEBRATE ACHIEVEMENTS:

Upon completing the EPA, recognise the apprentice's success. This boosts morale and fosters a sense of accomplishment within the team.

Effective performance management provides a supportive framework for apprentices to develop their skills, fulfil their potential, and become productive team members. Regular feedback, clear expectations, and supportive interventions when needed ensure apprentices can thrive and grow in their roles.

MORE INFORMATION

To find out more about our Apprenticeships, please contact our team at training@bpif.org.uk or call us on 01676 526 060.



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