

# APPRENTICESHIP WORKFORCE DEVELOPMENT: APPRENTICE JOURNEY LOG (AJL) INSTRUCTIONS

**Project Title – Exploring barriers to apprenticeship study**

**Organisations/Partnership Names: University of Portsmouth (UoP), Hampshire County Council (HCC), Defence Science & Technology Laboratory (DSTL)**



Hampshire  
County Council



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## **Apprentice Journey Log (AJL) Instructions**

### **General instructions**

When completing the form, it's recommended to use an alternative colour font, as shown in the AJL Example document. The grey-shaded areas of the form show the sections that should be completed.

The table at the start may duplicate some information on the system, so please adapt accordingly. Please ensure the document is completed to support communication with key stakeholders in the event the apprentice transfers to another work-based tutor (WBT) or tripartite professional.

### **Stage 1**

This stage is the responsibility of the current WBT/ tripartite professional. It should be started when they become aware that an apprentice plans to take a break in learning (BIL). This stage can be completed as part of a progress review or in a separate meeting. When a meeting may not be appropriate, the WBT/tripartite professional can complete the form using information obtained by email or phone call. If necessary, the line manager can also provide details when an apprentice is unavailable.

Please refer to the Staff Development Slide Deck for suggestions of support.

Discuss the next time the apprentice will be contacted (recommended within four months) and ensure any specific requirements are captured in the comments section. The first date of agreed contact should be placed into the calendar of the WBT/ tripartite professional as a reminder or a meeting set up if required.

Once the form is completed, it should be added to the documents section on Aptem. It should also be shared with the account management team and the course leader.

It is important to note that completing this form does not confirm the BIL. The apprentice must still make the suspension request through their student view/ training providers systems.

### **Stage 2**

This stage records that we are staying in touch with our apprentices during a break in learning. This should align with the request of the apprentice and employers. Our recommendation is every four months.

This stage allows the apprentice or employer to provide us with any updates if they would like to. If no communication is received, the WBT/ tripartite professional should select a date for four months in the future and continue with this process until at least three months before their planned return date. The WBT/ tripartite professional must

then arrange a stage three meeting. No further escalation is required unless a request to book a stage three meeting is unanswered.

Any meetings should not include any form of teaching. The aim is to support apprentices in remaining connected to their programme and for them to share any updates that could impact their planned return.

As the AJL is updated, the most recent version should be added to Aptem. It should also form part of any handover process for staffing changes.

### **Stage 3**

This stage should be completed by the WBT/ tripartite professional supporting the cohort the apprentice is returning to (unless otherwise agreed).

This form should be prepared before any meeting to ensure all relevant information is available. The remainder of the form should be completed during a virtual meeting. The employer should also be invited to this meeting.

Some sections of the form may require further action. These should be added to the action list at the bottom of the form and assigned to the relevant stakeholders.

An apprentice with any anxiety about returning to campus could be supported with an on-campus meeting when they return. Some suggested introductions that may help the apprentice settle back into their learning should be highlighted. The apprentice can decide if they would be helpful and can then be organised with the appropriate stakeholders.

This form can also be used for apprentices joining an existing cohort due to Recognition of Prior Learning (RPL) and can be started from stage three, although a meeting may not be necessary in these cases.

The completed form should be added to Aptem. It should also be shared with course leaders, module coordinators and the degree apprenticeship account management team.

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