

Apprentice Journey Log Training

DELIVERED BY



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Department
for Education

Collaborative partners



Presentation summary

This session aims to:

- Introduce and outline key points of the project
- Share and interpret apprentices' lived experiences
- Provide opportunities to implement phases of the
Apprentice Journey Log
- Examine top tips to increase engagement
- Facilitate the exchange of good practice and a time for Q&A

Project background- Year 2 Collaborative Projects

- Aims: “to develop and manage opportunities for providers and employers to share learning and development activities, collaborating as needed for maximum impact”.
- Projects will need to focus on a specific issue/challenge based on evidence, ensuring that outputs/resources are transferable and accessible to other providers throughout the sector.
- Projects are collaborative, research-focused, evidence and output based.

There were 5 themes to choose from...

Sector Specific Barriers

Project Context

What we did...

- Interviewed 2 employers and 15 apprentices from different training providers
- Thematically analysed the data (well-being, belongingness, identity and challenges around breaks in learning)
- Created a draft Apprentice Journey Log that was reviewed by our critical friends (collaborative partners)
- Trialled and reviewed resources.

To ensure the apprentices' voices were at the fore we conducted a thematic analysis of their interview data to frame our resources and created 4 vignettes.

What were your thoughts whilst reading the vignettes?

“A common purpose for using vignettes is to elicit information through inviting responses, encouraging discussions, and probing for understandings to gain insights to participants’ beliefs, emotions, judgments, attitudes and values” (Skilling & Stylianides, 2019)

Lived Experiences- Excerpts from Samuel's vignette



Samuel is completing a degree apprenticeship within a higher education institution; he took a break from learning for a year due to COVID-19. Below are some of the challenges and experiences Samuel shared during his interview

*“during my second year, sadly, my wife’s dad passed away... I had to, sort of, be there to support her, while still delivering those deadlines and assignments. And that was quite a **challenge**.”*

*“my other big one was when I got long COVID. “So, **while I was in that state**, I had that, am I going to be able to get back and finish my final year? So, that was quite a **challenge**.”*

*“Obviously, I have got better and, you know, **I managed to get back on the course**. And then that led to, sort of, **my other anxieties**, “I thought, **oh my God, I think I know where the room is**. You know what it’s like. I was Google mapping, trying to work out where the XXXX Building was, because I just couldn’t remember...**I sort of, turned up and I felt disappointed and sad** that I wasn’t with my original cohort ”*

*“I **reached out** and spoke to, you know, people in the uni side, just to, sort of, say, you know, **if I come back, you know, have I still got the right skill set?** I think I’d made such a big deal about returning, that everyone knew I was returning. **If I** hadn’t just taken those steps from a personal perspective, I think I would have had a different experience, if I’m honest. It’s okay sending a couple of emails, **but it’s about that interaction**, isn’t it?”*

Lived Experiences- Excerpts from Emily's vignette



Emily, a degree apprentice is currently on a break in learning and is due to return to her studies in two months. Below are some of the challenges and experiences Emily shared during her interview

“During the very beginning of the COVID response I got headhunted into a role in public health, I did have to pause my studies. “I fell pregnant in the end as well, so that was the big reason why I had to pause, because I was having a baby.”

“I mean I’ll be honest I’ve not had that much contact; in fact, I’ve not had any contact from the course team yet. If I’ve not heard anything by tomorrow, I’ll get the apprentice lead on the case and see if they can nudge someone. I don’t know what the current expectations are around campus days and what’s included and what’s not, I’m still waiting to hear back in terms of what that’s going to look like for me when I rejoin in September”

“I think there was some sort of breakdown in communication that led to the team thinking that I would be returning last September, I’d made it specifically clear that I’d take a year off for MAT leave, a year off to settle back to work and then I’d come back in 2024”

“Perhaps there could be scope to introduce somebody that’s returning to their new cohort before the September when they’re going to meet them for the first time, I don’t know if I know anybody from Year 3”

“We had people that were joining in Years 2 and 3 and it felt like they just blended in”

Lived Experiences- Excerpts from Mark's vignette



Mark is a degree apprentice studying at a higher education institution. Due to recognised prior learning, he joined an existing cohort a term later than his peers. Below are some of the challenges and experiences Mark shared during his interview

*“the **worst** thing is getting over that first part of having to join **an already established** group. **Oh** you’re that guy! I definitely think that communication would help”*

*“Well, I was going to say a WhatsApp group but it’s quite hard... **they’re already building** a relationship seeing each other every week **anyway**”*

*“**I don’t know** if the tutor **knew** that I was joining for the first time” and “someone **I knew** to be there on the first day, that might help, I think there was something like, **who the hell are you**”*

*“The only thing was when we were sat down, I was sat on the corner... I would come in for the last half of the day. So, **I was always** making sure **I wasn’t nicking someone’s** seat when they were out at lunch”.*

*“For the future assessments, **I am unsure** of how this may impact. **My belief** is that everything RPL will not be assessed and not included within my EPA but not 100% certain.”*

*“my class also received **additional** help when writing their first assignment which **could have been** beneficial to me as I have never written in the ‘uni way’ before, and also **an excuse** to meet the rest of the class!”*

Lived Experiences- Excerpts from Amina's vignette



Amina is a degree apprentice enrolled within a higher education institution. They are currently on a break in learning and due to resume their studies in 2 months. Below are some of the challenges and experiences Amina shared during her interview

*“Without a doubt probably the same thing everybody’s saying, it’s balance, that’s the hardest part really... The **pressure** alongside everything else was just too much, I just couldn’t take it that’s the reason I **dropped out**”*

*“I think, like, initially having that conversation’s **quite difficult** because you’re **admitting** that you can’t quite do all this, that’s quite a hard conversation”*

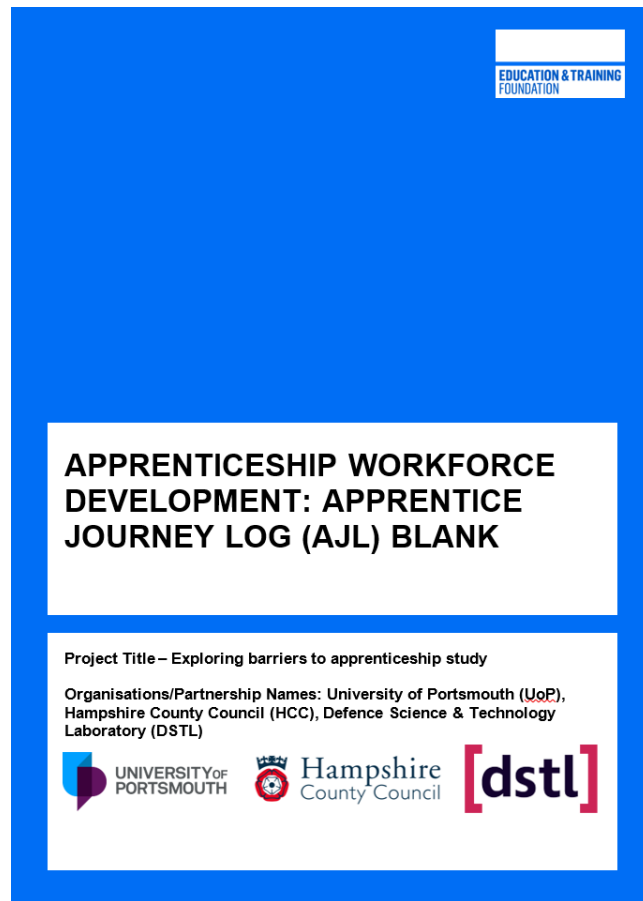
*“I suppose it’s the systems..... **it was painful**. And probably... when I go back, it **still will be painful**. It’s not an easy system to navigate, it’s been a long break since I was doing it and how I apply it again, is going to take a lot of memory”*

*it’s still very, very slow, it’s been two months, I think, maybe longer, that **I approached** the university to say, look, you know, I want to come back, can I start? And it was **just tumbleweed, you know, I kept** emailing...”*

*“**feeling a part of it before you get there**, I don’t want to arrive on September 1st and I’m meeting a new group of people, because it’s not the same cohort I was with in the first year. So I would like to be able to meet them, **just** to say hello.*

Apprentice Journey Log (AJL)

After analysing the interview data from apprentices and employers an AJL was created to support the navigation through initiating a Break in Learning, during the break, returning to studies and apprentice joining existing cohorts due to timetabling and RPL. This log was reviewed by our collaborative employers and trialled by WBT with 2 apprentices ready to return to learning.



Case Study Activity

Utilising the Apprentice Journey Log

In your small groups, and as a work-based tutor:

- identify which part of the log will be used
- complete the appropriate sections
- summarise the actions you need to take
- nominate a spokesperson



Case Study Activity

Utilising the Apprentice Journey Log

Feedback



Comfort break



Tips to increase engagement and reduce withdrawals

- Research has shown that apprentices who have a break in their studies are less likely to complete their apprenticeship (Learning and Work Institute, 2022).
- This was also seen evident in the interviews completed as part of this project.
- One theme that also emerged from the analysis of data was that many of the apprentices we interviewed from various training providers that had withdrawn might not, had strategies or challenges been identified and discussed sooner.

General concerns that make impact engagement

- Is the apprentice cancelling reviews?
- Is the apprentice up to date with records on Aptem?
- Does the apprentice attend lectures?
- What other reasons might there be? Click the QR code or enter the link below into your browser to share your reasons or perspectives on Padlet

<https://uop.padlet.org/eleanorswain/add-your-brainstorming-topic-here-n7i0n7yob73o75c4>



OTJ

- Is the apprentice clear on the requirements for OTJ?
- Is the employer aware of requirements, for example, OTJ is required throughout the holidays/ non-term time?
- Did the line manager attend the employer sessions?
- Where there any questions or disputes raised during the PQQ?



Academic concerns

- Is the course leader aware there are academic concerns?
- Has the apprentice reviewed their module feedback?
- Is the apprentice utilising faculty study support?
- Would the apprentice benefit from a 1-2-1 library appointment?



Academic concerns

- Are there any previous academic offences?
- Have the actions from this been addressed?
- Is the apprentice meeting with their personal tutor?
- Are there any accessibility options that could be suggested, captions/read aloud etc?
- Would a referral to Additional Support and Disability Advice be beneficial?



Engagement

- Is the employer aware the apprentice is not engaging?
- Are the accounts team aware of the situation?
- Are both the apprentice and employer attending the reviews?
- Does the faculty have a student engagement officer that could be informed?



Wellbeing

- Is the apprentice safe?
- Should a referral be completed?
- Is the apprentice aware of our services and how to access them?
- Have they used them before?
- Are there wellbeing services in the workplace that are more appropriate



General practices

- Would the apprentice benefit from clearer targets?
- Could we ask another tutor to observe or support the review?
- Would more frequent reviews support the apprentice?
- Has the apprentice been highlighted in the course progress reviews?
- Could the exclusion process tracker be utilised?



Other suggestions

- Is there another mentor at work or university that can provide support?
- Is the apprentice progressing outside of academic requirements, can similar strategies be utilised?
- Does the apprentices need support balancing their time?



Would any of these discussion points or the examples on Mentimeter be helpful for your case study apprentice?



Support services

General support

<https://www.port.ac.uk/student-life/guidance-and-support/support-for-your-circumstances>

Health and wellbeing

<https://www.port.ac.uk/student-life/guidance-and-support/health-and-wellbeing>

<https://myport.port.ac.uk/guidance-and-support/health-and-wellbeing/support-in-a-crisis>

Raise a concern

[https://myport.port.ac.uk/guidance-and-support/health-and-wellbeing/support-in-a-crisis/concerned-about-a-student#:~:text=Urgent%20welfare%20concerns,on%20\(023\)%209284%203333.](https://myport.port.ac.uk/guidance-and-support/health-and-wellbeing/support-in-a-crisis/concerned-about-a-student#:~:text=Urgent%20welfare%20concerns,on%20(023)%209284%203333.)

Learning and academic support

<https://www.port.ac.uk/student-life/guidance-and-support/learning-and-academic-support>

Academic support and disability services

<https://www.port.ac.uk/student-life/guidance-and-support/support-for-your-circumstances/additional-support-and-disability-advice>

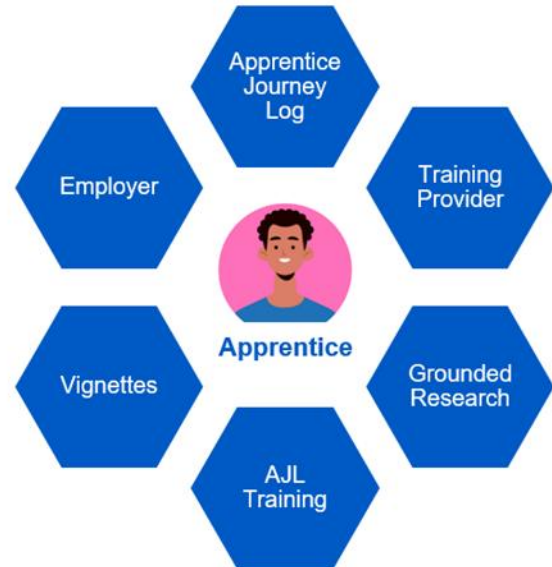
Chaplaincy

<https://www.port.ac.uk/student-life/guidance-and-support/chaplaincy>

References

Learning and Work Institute. (2022). *Apprenticeship Outcomes and Destinations*.

<https://stmartinsgroup.org/wp-content/uploads/2022/10/Apprenticeship-outcomes-and-destinations-Oct2022-Report-v7-RS.pdf>



Session Resources

Amina's story

Amina is enrolled on a Chartered Manager Degree Apprenticeship with a higher education institution. Amina is two thirds of the way through her final module at the end of first academic year.

Amina has attended most of her reviews, however attendance by her workplace mentor has been sporadic.

Amina has requested to go on a break in learning as she is struggling due to a recent company merger and the associated increase in workload.



Mark's story

Mark has just changed employer and although his new manager is happy to support his degree apprenticeship in digital marketing, they are keen that he settles into the new organisation first before completing his final project for EPA.



Samuel's story

You have taken over a cohort of apprentices and Samuel has been identified as currently on a break in learning and is due to return to their degree apprenticeship in 3 months' time.



Emily's story

Emily is due to start her Project Manager Degree Apprenticeship. Emily has previously completed the Associate Project Manager Apprenticeship at a local college and has previous project management experience.

Emily joins the apprenticeship with recognised prior learning and will start in the third term of the first year. Emily will also not be required to have to complete a module in the second year.



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