

Apprentice Transition Plan Service Information and Support Guidance

For Modern Apprenticeship Learning Providers

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Table of Contents

About the Apprenticeship Transition Plan

- What is the Apprenticeship Transition Plan? 3
- What does the Apprenticeship Transition Plan involve? 3
- How can the Apprenticeship Transition Plan benefit apprentices? 3

How the ATP Service will be delivered

- The Five Stages of the Apprenticeship Transition Plan 4
- Will Apprentices be expected to complete all 5 stages of the ATP? 4
- What is involved in Stage 4: Recognition of Prior Learning through Benchmarking Process? 4-5
- What are transferable skills? 5
- Why have we used the SCQF employer levelling tool to define transferable skills? 5

Requirements of learning providers to deliver the ATP Service

- What do learning providers have to do to deliver the Apprenticeship Transition Plan? 6
- What should learning providers write in the technical statement? 6
- How much time will it take a provider to deliver the ATP for each apprentice? 7
- Can ATP be delivered remotely? 7

Help learning providers will receive to deliver the ATP Service

- What will learning providers be paid to deliver Apprenticeship Transition Plan Services? 7
- What help will learning providers get to introduce the RPL through benchmarking process? 7-8
- What help will learning providers get to deliver Stage 5? 8

Eligibility and Conditions

- What are the eligibility conditions for apprentices? 8
- Will there be a requirement from the employer to prove redundancy? 8
- Can eligible apprentices continue with training and assessment before the new service starts in December? 9
- Can apprentices continue learning and assessment as non-employed status (stages 2,3)? 9
- How long can an apprentice be on the Apprenticeship Transition Plan? 9
- Will apprentices be paid an allowance while on the ATP? 9
- 9
- What if I am unable to deliver Apprenticeship Transition Plan services but my apprentice wants to participate? 10

Registration & Administration

- How do I register apprentices on the Apprenticeship Transition Plan Service? 10
- What paperwork will providers have to use for the ATP Service? 10
- What are the compliance requirements for this service? 10
- How will the ATP Service be quality assured? 10

This guidance may be updated as the Apprenticeship Transition Plan Service is developed. For support, please contact: ATPsupport@sds.co.uk

About the Apprentice Transition Plan

What is the Apprentice Transition Plan?

The Apprentice Transition Plan is a new service which offers enhanced support for apprentices who have been made redundant or unemployed as result of the economic impact of Covid 19. The service is available from 1 December 2020.

The service may support unemployed apprentices to complete their qualifications or recognise learning to date. The service will also help individuals plan for further learning or employment. It will be delivered by SDS contracted Modern Apprenticeship learning providers. Providers may offer this service but are also expected to continue to help the apprentice find alternative employment to allow them to complete their apprenticeship.

What does the Apprentice Transition Plan involve?

It is a service which will offer tailored support to help apprentices on the next steps in their career journey if they are made redundant. In some cases, apprentices may be able to continue with their apprenticeship qualification. Please read the Eligibility and Conditions section for the conditions which apply.

An innovative feature of the service is that Apprentices may be facilitated to go through a recognition of prior learning process (see Stage 4 in the process map below). This process is designed to help apprentices to reflect on, and to be able to confidently articulate, the skills knowledge and behaviours they have gained from their apprenticeship and from other forms of work and learning. The process will take account of certificated learning and non-certificated learning gained from experience.

The Apprentice Transition Plan is an individualised approach which has 5 Stages of support, summarised below. Depending on individual circumstances some apprentices may be able to complete all 5 stages, others may only complete some of the stages.

How can the Apprentice Transition Plan benefit apprentices?

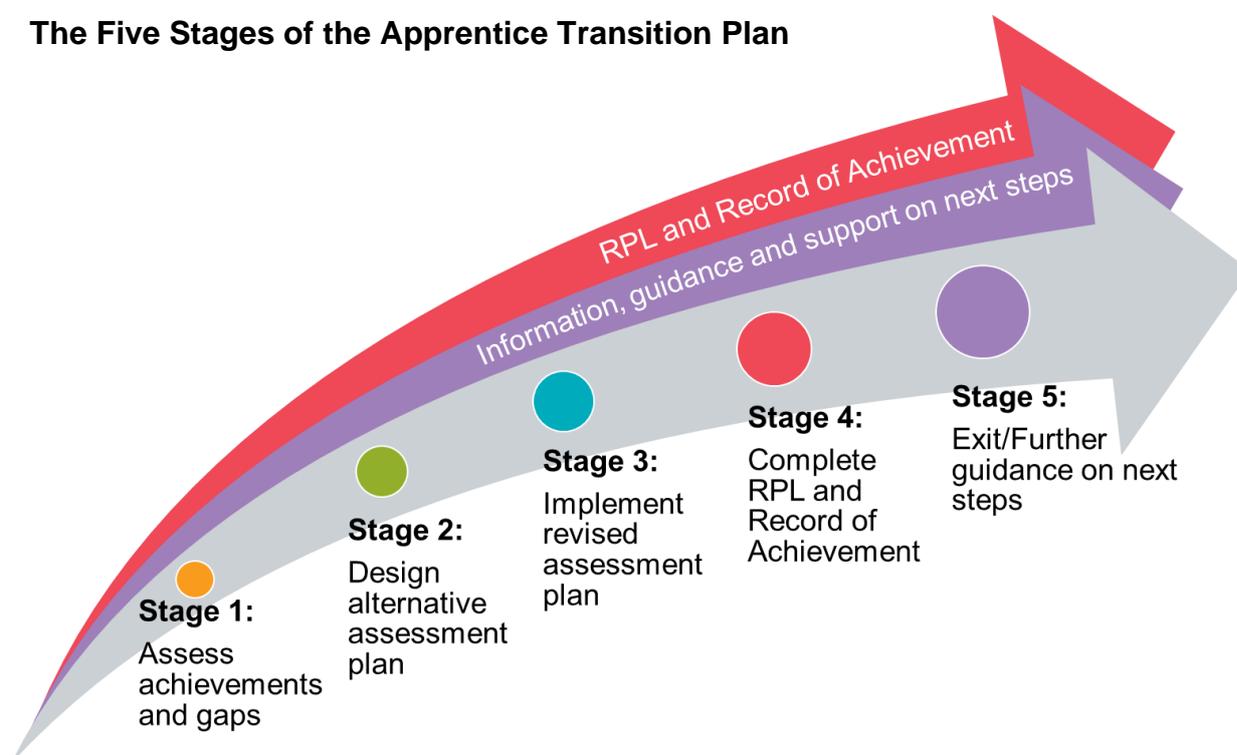
The ATP will enable some apprentices to complete their apprenticeship or parts of it while efforts to secure alternative employment are pursued. Apprentices who complete the process will receive a **Record of Achievement** which includes:

- A complete record of all their certificated learning and achievements.
- Recognition of the apprentice's transferable skills by benchmarking against the Scottish Credit and Qualification Framework.
- A statement of technical competence for skills and knowledge which have not been formally assessed or certificated.

The Record of Achievement will help apprentices to promote themselves to prospective employers and learning institutions. As part of the ATP, apprentices will receive information, guidance and support to help them plan their next career steps.

How the ATP Service will be delivered

The Five Stages of the Apprentice Transition Plan



Stage 1	Assess achievements and gaps in Knowledge, Skills and Behaviours required of their apprenticeship.
Stage 2	Design alternative learning and assessment plan (where appropriate/eligible for continued certification)
Stage 3	Implement revised learning assessment plan (where appropriate/eligible for continued certification)
Stage 4	Support the apprentice through the processes to produce the Record of Achievement
Stage 5	Provide appropriate guidance, support and referral to the next stage of the learner journey (employment or other learning)

Will Apprentices be expected to complete all 5 stages of the ATP?

All apprentices should be able to complete Stage 1, Stage 4 and Stage 5 should they wish to. Stage 2 and Stage 3 are only suitable for apprentices who are within 26 weeks of completion of their apprenticeship **and**, where the awarding body assessment strategy permits, can complete their learning and assessment out-with a work environment. The expected end date recorded in FIPS will be used as the proxy to satisfy the requirement for completion within 26 weeks.

What is involved in Stage 4: The Recognition of Prior Learning through Benchmarking Process?

SDS is working in partnership with the SCQF Partnership to co-create a **recognition of prior learning (RPL) through benchmarking model** specifically for apprenticeships. This is based on SCQF Partnership's employer levelling [tool](#). The benchmarking activity involves a professional discussion between the assessor and the apprentice to enable completion of relevant activities that will allow the assessor to judge the correct SCQF level for the transferable skills as demonstrated by the apprentice.

A Stage 4: RPL through benchmarking toolkit for providers is available along with activities and guidance to support the professional discussion and successful implementation of the process. We developed this through a short life working group with experts drawn from independent learning providers, colleges, employers and industry representatives to ensure this new RPL through benchmarking process meets the needs of learning providers, apprentices and employers.

What are transferable skills?

Transferable skills are skills which the apprentice may have developed during their work or life experience and which are important for employers across many sectors.

For the purposes of this RPL benchmarking exercise we have defined transferable skills according to the seven groupings in the SCQF employer levelling tool. They are:

Descriptors in this Skills Area...	relate to...
<ul style="list-style-type: none">• Scope of work	<ul style="list-style-type: none">• the context the apprentice worked in (e.g. how routine their work was)
<ul style="list-style-type: none">• Degree of autonomy	<ul style="list-style-type: none">• the level of supervision or guidance the apprentice worked under, and the level of autonomy they had
<ul style="list-style-type: none">• Processes	<ul style="list-style-type: none">• the types of processes they followed, and their involvement in setting goals and solving problems
<ul style="list-style-type: none">• Contribution to quality	<ul style="list-style-type: none">• their involvement in reviewing and improving work practices in their work context
<ul style="list-style-type: none">• Skills	<ul style="list-style-type: none">• the types of tools, techniques and materials they used, and how they used them
<ul style="list-style-type: none">• Knowledge	<ul style="list-style-type: none">• the type of knowledge they needed for their work, from the simple and factual to the complex and theoretical
<ul style="list-style-type: none">• Personal development	<ul style="list-style-type: none">• the ability to reflect on their work and identify their own learning needs

More information is contained within the toolkit and full training will be given to providers in how to recognise and benchmark these themes against the SCQF.

Why have we used the SCQF employer levelling tool to define transferable skills?

The employer levelling tool is a tried and tested benchmarking resource which has been successfully used by a range of employers to support the recognition of skills within effective workforce development processes. It acts as a reference to allow an employer to allocate an SCQF level to a job description ensuring they have the right person with the relevant skills needed for a particular role.

Requirements of learning providers to deliver the ATP Service

What do learning providers have to do to deliver the Apprentice Transition Plan?

Providers will agree a transition plan with apprentices using documentation and guidance which will be provided by SDS. The plan will be tailored to individual circumstances and apprentice wishes, to:

- **Assist some apprentices to complete their apprenticeship or parts of it:** This applies only to apprentices who can complete their qualification within 26 weeks of the point that they were made redundant or lost their job. Eligibility is conditional on the assessment arrangements being fully compliant with the relevant awarding body assessment strategy requirements. Providers must check with their awarding body if they are unsure of what alternative assessment methods are permissible. This particularly pertains to any requirement for evidence to be generated in the workplace.
- **Complete record of certificated learning and achievements:** Learning providers must ensure that all apprentices receive recognition for their achievements by ensuring awarding body certification is processed for units of their qualification and other training that they have achieved whilst with that learning provider.
- **Recognise the apprentice's transferable skills by benchmarking against the Scottish Credit and Qualification Framework:** The output of the benchmarking exercise will be a quality assured recognition of transferable skills statement which can be used by apprentices to market themselves to employers or to support entry to other forms of learning and education.
- **Provide a statement of technical competence for skills and knowledge which has not been formally assessed or certificated:** Learning providers will provide a written statement which concisely articulates the technical skills held by the apprentice which can be used in job applications and their CV to market to future employers.
- **Provide information, guidance and support to help them plan their next career steps:** Learning providers will help apprentices plan for their next steps throughout the process. At the end of the transition plan apprentices will receive one-to-one guidance and support which aims to signpost them to their next steps in terms of career or learning goals, complete with an up to date record of their certificated learning and credentials to optimise their chance of success.

What should learning providers write in the technical statement?

The mandatory Stage 4 training and the resource guidance covers this.

How much time will it take a learning provider to deliver the ATP for each apprentice?

This will vary for each individual apprentice. It is important that the Stage 4 process is facilitated and not dictated by the provider (it is not something “done to” the apprentice) and so it is important that providers do not rush individuals through the process. However, we anticipate that there will be at least three engagements with the apprentice which can be delivered remotely or at the provider’s premises following current Covid-19 guidance. The benchmarking process will require synthesis of the output of the discussions and engagement and could take up to two hours per apprentice for both the Stage 4 assessor and the reviewer.

Can ATP be delivered remotely?

Stages 1,4 and 5 can be delivered remotely. For apprentices who are completing certificated learning (stages 2,3), this will be dependent on the assessment strategy for the qualification which is the responsibility of the provider to check. Providers need to ensure that they have appropriate mechanisms in place to facilitate coaching discussions remotely if they intend to do it this way. Texting, for example, would not be enough but Zoom, Teams and Skype may all be appropriate platforms.

Help learning providers will receive to deliver the ATP Service

What will learning providers be paid to deliver Apprentice Transition Plan Services?

A single payment of £400 per apprentice will be paid to learning providers on successful completion of the Plan. Payment is conditional on completion of Stage 1, Stage 4 and Stage 5. Learning providers must submit a copy of the completed Apprentice Transition Plan and the Record of Achievement (with any required supporting documentation) to SDS prior to making a claim. The documents will be quality checked by SDS and providers will be notified when they can make their claim for payment following the quality check.

For apprentices who can complete certification (Stage 2 and Stage 3 of the Plan), the learning provider can claim the remaining milestones and the outcome-based funding (where full completion takes place) of the original apprenticeship payment plan. You must hold the appropriate evidence to support your claims in accordance with the Modern Apprenticeship Contract Conditions.

What help will learning providers get to introduce the Stage 4:RPL through benchmarking process?

Allocated staff within providers must successfully complete formal training in the recognition of prior learning benchmarking process as well as how to write a technical competence statement, in order to be included in an approved list of assessors who can offer Stage 4 of the Apprentice Transition Plan service.

The staff put forward for training should ideally be experienced work-based learning assessors and/or internal verifiers as they will be most familiar with the knowledge, skills and behaviours and the previous work of their apprentices.

The training comprises an introductory webinar which provides an overview of the ATP service and 3 e-modules which are specific to Stage 4 of ATP delivery. These training resources are now available on our learning management system. We will be offering a series of surgeries to support providers who have completed the training to answer any questions they may have once they start to apply the training. Dates will be notified in due course. There is no cost to the providers for training.

In addition, providers will be supported in implementing the Stage 4 process with written guidance and practical resources and activities to engage with the apprentice. You will receive guidance on our quality assurance requirements to ensure the benchmarking exercise and the technical skills statement are completed to a good, consistent standard. As noted above, we believe the most appropriate people that providers should consider for training in Stage 4 are assessors and internal verifiers. Staff with technical knowledge of delivery qualifications will find the process more straightforward and familiar.

What help will learning providers get to deliver Stage 5?

SDS will provide an e-module to support learning providers to deliver information and signposting services with impartiality. We will signpost you to readily available tools and resources that you can use with apprentices to support their exit from the Apprentice Transition Plan service to their next steps. We understand that some apprentices will require professional career information, advice and guidance. Our guidance will make it clear how providers can direct apprentices to more intensive or specialist support where required.

Eligibility and Conditions

What are the eligibility conditions for apprentices?

Apprentices must be or have been registered in the FIPS system.

Apprentices who have lost their employment since 1 April 2020 are eligible if:

- they have been made redundant as a result of the economic downturn; or
- they are unemployed because their employer ceased to trade or was unable to continue employing them due to a lack of work.

Apprentices who have been dismissed by their employer for any other reason, or have voluntarily left their job, will **not** be eligible for ATP support.

Will there be a requirement for the employer to prove redundancy?

Wherever possible written evidence from the employer of redundancy should be provided. However, we recognise that this is not always possible during these difficult times and we will review evidence and circumstances provided on a case by case basis.

Can apprentices continue learning and assessment as non-employed status (stages 2,3)?

The principle of employed status apprenticeships remains a priority and providers should use their best endeavours to help apprentices secure new employment to continue their apprenticeship. However, SDS has received consent from the Scottish Government and the Scottish Apprenticeship Advisory Board to allow a relaxation of the key principle that apprenticeships must have employed status for those within 26 weeks of their completion date, at the point they were made redundant, for the purposes of those registered on the ATP service only. This decision reflects the unprecedented economic situation arising from Covid 19 and the overriding aim to protect apprentices and their skills to allow them to contribute to the economic recovery.

How long can an apprentice be on the Apprentice Transition Plan?

We anticipate most apprentices will complete Stage 1, Stage 4 and Stage 5 of the Apprentice Transition Plan well within 12 weeks. For apprentices who can complete all 5 stages we expect them to complete the full process within 26 weeks. This includes achievement in part, or in full, of their apprenticeship qualification.

Will apprentices be paid an allowance while on the ATP?

No. Apprentices will participate in Apprentice Transition Plan Services on a voluntary basis. As they are unemployed, they should contact the Department for Work and Pensions (DWP) to apply for Universal Credit or other benefits and support if required. Apprentices should be advised to check with their DWP Work Coach that they can participate in the Apprentice Transition Service without comprising their entitlement to benefits.

What if apprentices need additional support to participate?

SDS has set aside a limited fund to support ATP apprentices who do not have the means to participate and who fit the stated eligibility criteria. The ATP Access Fund will support the provision of a suitable small tablet device to allow Zoom type connection for online participation in the ATP. In specific circumstances a laptop may be provided. It will also support provision of data to enable a mobile internet connection for the purpose of participating. The fund will also cover reasonable essential travel costs in order to attend learning sites, and may provide reasonable costs for additional support, to enable disabled people, or those with a health condition, to access the service. Details on the support available, eligibility and the application form can be found on our ATP webpage. The ATP Access Fund is limited and will close when funds have been exhausted.

What if I am unable to deliver Apprentice Transition Plan services but my apprentice wants to participate?

SDS recognise that a small number of learning providers may not be able to deliver Apprentice Transition Plan Services. Please contact ATPsupport@sds.co.uk if you need help to ensure your apprentice can still access Apprentice Transition Plan services. We will have a register of providers who can take on apprentices from you in this scenario. You can help by ensuring your apprentice has all the relevant and up

to date information about their learning progress and achievements to share with the new provider.

Registration and Administration

How do I register apprentices on the Apprentice Transition Plan Service?

We have updated the Modern Apprenticeship Specification to explain requirements. You can access our FIPS Quick Start Guide to explain the process. Both documents can be found on the ATP webpage.

What paperwork will providers have to use for the ATP Service?

All apprentices will need to have an Apprentice Transition Plan. There is a mandatory form for this. You can download the form which is available as an editable PDF or in Word format from our ATP webpage. There is also guidance to help you in completing the form. Other paperwork is required for completion of Stage 4 activities. You can find this on the ATP webpage.

What are the compliance requirements for this service?

Please see the Modern Apprenticeship Contract Specification and Conditions.

How will the ATP Service be quality assured?

For Stage 4 you will be providing an internal review service. SDS will be conducting a high level of external review sampling of stage 4 documentation. More details on the QA process are provided in the stage 4 resource guidance. Note that both assessors and reviewers of the stage 4 process require to have completed the stage 4 training modules. Normal internal verification applies for delivery of certificated learning where assessment of learning is acceptable within the awarding body assessment strategy.