

# Apprentice Transition Plan (ATP) Document

Guidance for completion of the ATP document

April 2022

## Introduction

Prior to completion of the ATP document, you should hold an initial meeting with the apprentice to explain how ATP services will work and to consider which stages are best for their circumstances. This initial discussion must include checks to confirm that they meet the eligibility criteria for entry to ATP services. These checks will allow you to determine the correct leaving code to enter in FIPs and what you can claim for the ATP stages delivered. See [Annex 2](#) for a high-level overview of the ATP administration process.

The following guidance is designed to support providers in the completion of the Apprentice Transition Plan (ATP) document.

The ATP document is important, primarily for the apprentice, as it sets out a clear plan of action to prepare them to move on from redundancy to a positive destination in employment or further learning. It should be treated as a working document that the apprentice can use for future reference.

At the end of the ATP process the apprentice should be able to recognise and confidently articulate all of the skills and learning they have gained from their Modern Apprenticeship, and from other forms of employment or learning, and be able to present this information to a new employer or learning institution. To achieve this, providers have a key role in facilitating professional discussions with the apprentice to review and then assess the evidence of certificated and non-certificated learning gained from their experiences. You should use the ATP document to record key points arising from these discussions. Apprentices who complete Stage 4 of the ATP will leave with a Record of Achievement which captures the outputs from Stage 1 and Stage 4 of the ATP process.

The ATP document is important for SDS too. Every individual ATP document will be checked by SDS at the start for eligibility, and at the end for quality and payment purposes. It is therefore a mandatory requirement that providers ensure that all apprentices who agree to participate in ATP services should have an individualised ATP document, which is fully and accurately completed and signed by the apprentice and the provider's representative. Please follow the published [guidance](#) for obtaining signatures.

The Modern Apprenticeship Specification and Conditions have been revised to include arrangements for ATP services, including requirements on eligibility, quality and payments.

A high-level overview of each of the ATP delivery stages can be found in [Annex 1](#).

## PART A: Apprentice and provider details

**Apprentice details:** Please ensure that the apprentice's personal details entered here reflect the details on the FIPS system. If there are any differences, such as new phone number, email or home address, you must ensure that you update the FIPS record promptly in line with the MA conditions for recording information in FIPS. Accurate information is important as SDS may contact the apprentice, using their preferred method of communication, as part of our monitoring activities.

**Provider details:** The name and email address of your staff member who will be the assessor and main point of contact for the apprentice should be added.

**Eligibility:** Please ask the apprentice to provide the name of their employer and the date their redundancy was effective from. Ask the apprentice for a copy of any formal communication about their redundancy, wherever possible. You should attach a copy of this evidence to the individual's ATP document.

Please indicate with a Yes or No answer the ATP options the apprentice will undertake from the 4 listed.

If the apprentice is going to continue their apprenticeship qualification, you must check that they meet the eligibility conditions for this. Please select Yes or No to indicate whether the apprentice meets the required eligibility conditions for continued delivery of either some, or all of the apprenticeship qualification.

**Declaration:** It is important that you inform the apprentice that their participation in ATP is voluntary. The apprentice should fully understand that they are agreeing to participate in the ATP service, what this will involve and what the benefits are. They should be encouraged to read the MA Privacy Statement to understand how their personal information may be used before signing and dating the declaration.

**Notes:** Once Part A is fully completed and signed by the apprentice you should encrypt the data following the guidelines in the MA Conditions Appendix 4 and using your normal password, then email it, and any supporting evidence, to [ATPsupport@sds.co.uk](mailto:ATPsupport@sds.co.uk) SDS will check eligibility regarding redundancy timing and approve the ATP assignment in FIPS. If SDS is unable to approve the assignment, we will contact you to advise on action required. Please note SDS is not responsible for approving eligibility relating to Awarding Body assessment requirements being met where apprentices are continuing certification.

## PART B:

### Stage 1 - Record of Achievement and Gaps

You should determine what the apprentice has achieved towards the qualification they had been working towards, and identify which units are incomplete or not started.

Ensure all units that have been achieved are resulted with the relevant awarding body. The information recorded in the ATP needs to be correct as it will be added to the **Record of Achievement** that the apprentice will receive at the end of the ATP process if they are intending to undertake Stage 4.

When completing the information in the table, please ensure you include the correct unit titles for each unit. If you hold this information in another format, for example, in an e-portfolio system, you may attach a copy of the required information to the ATP document rather than completing the table.

### Stage 2 and Stage 3 – Transition assessment, revised assessment plan and delivery

**The following guidance should be followed if you have answered Yes to any of the following; continued certification, full certification or partial certification in Part A to confirm that the apprentice meets the eligibility conditions and can complete further units of learning.**

The professional discussion with the apprentice should focus on the incomplete units to inform a revised assessment plan. The revised assessment plan should fully consider the needs and commitment of the apprentice. For example, there will be cases where it is not appropriate for an apprentice to complete all certificated units and the full MA, even when it is technically possible, for a variety of reasons. The assessor should use their professional discussion to judge the most appropriate plan for that individual, whilst aiming wherever possible, to maximise the certificated units that can be achieved by the apprentice.

The revised assessment plan table should be fully completed and agreed with the apprentice. Timescales for any revised assessment plan must ensure that they fall within the 26-week maximum time duration for completion.

**Note:** All apprentices who are continuing with certificated learning are required to follow the progress review process (with the exception of requirement for an employer input and signature) for employed status MAs, in line with the individual apprentice's payment plan and the progress review guidance. You need not record any certificated learning progress on this ATP document.

#### **Stage 4: Recognising Learning and Achievement**

This section of the ATP can be used to summarise all discussions about the apprentice's progress in completion of the **Describing your Skills** activity, as part of the benchmarking of transferable skills task, and gathering information about the technical skills statement. You should include a summary of discussions about SCQF levels and list any actions the apprentice needs to work on to improve and/or complete their Describing your Skills evidence, to a point that it is ready for formal assessment.

You may also capture discussions about goals and next steps as they move towards building their Record of Achievement. For example, this might include setting tasks for the apprentice to look at career planning tools on My World of Work.

The ATP stage 4 resource and the various templates required for Stage 4 activities can be accessed quickly from [here](#).

**Note:** The assessor who conducts Stage 4 activities, including writing the technical skills statement and conducting the recognition of prior learning through benchmarking task, must have completed the mandatory SDS webinar and e-learning modules as part of their preparatory training and be included on SDS's register of approved Stage 4 assessors. This is also the case for the internal reviewer.

## Stage 5: Next Steps Discussion Record and Plan

Stage 5 is the final part of the ATP process. By this stage the apprentice will have completed their ATP.

Stage 5 is the opportunity for the provider and apprentice to discuss what has been achieved during the previous stages of the process, and to think about what the apprentice's next steps might be. This must be a two-way dialogue giving the apprentice plenty of opportunity to express their views about what they want to do next. However, to be practical and helpful, discussions must also take cognisance of the stage of completion of the apprenticeship and the amount/type of prior learning the apprentice has achieved.

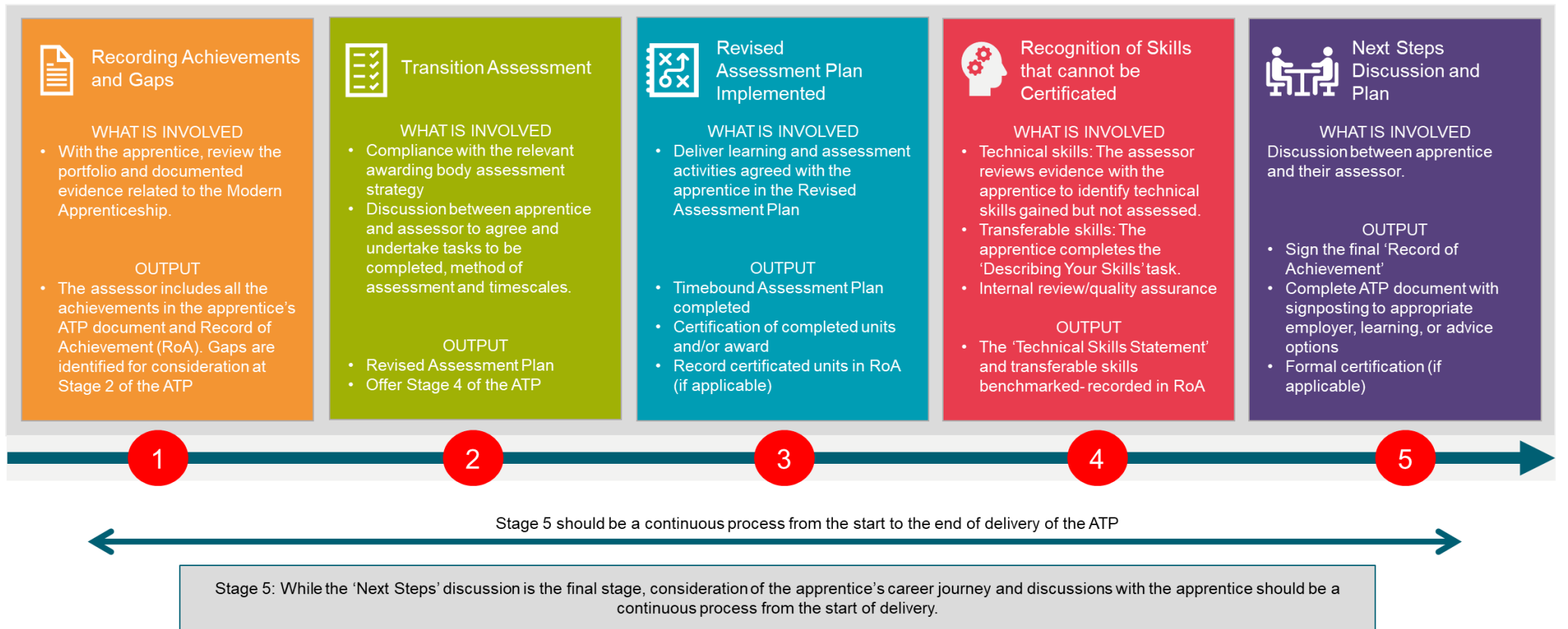
You should record a summary of your final discussion on this section of the ATP and make sure to explain the reason(s) for decisions agreed on next steps. It is quite likely that you may agree more than one option to signpost the apprentice on to. However, you should try to ensure that careful consideration has been given to the appropriateness of each option. It is best to aim for targeted signposting avoiding a scatter gun approach.

**Note:** The assessor who conducts the next steps discussion should undertake the SDS e-learning module 'Facilitating the ATP' as part of their preparatory training. This will give more detail about the 'coaching approach' and the tools and techniques we expect providers to adopt when working with apprentices on the ATP.

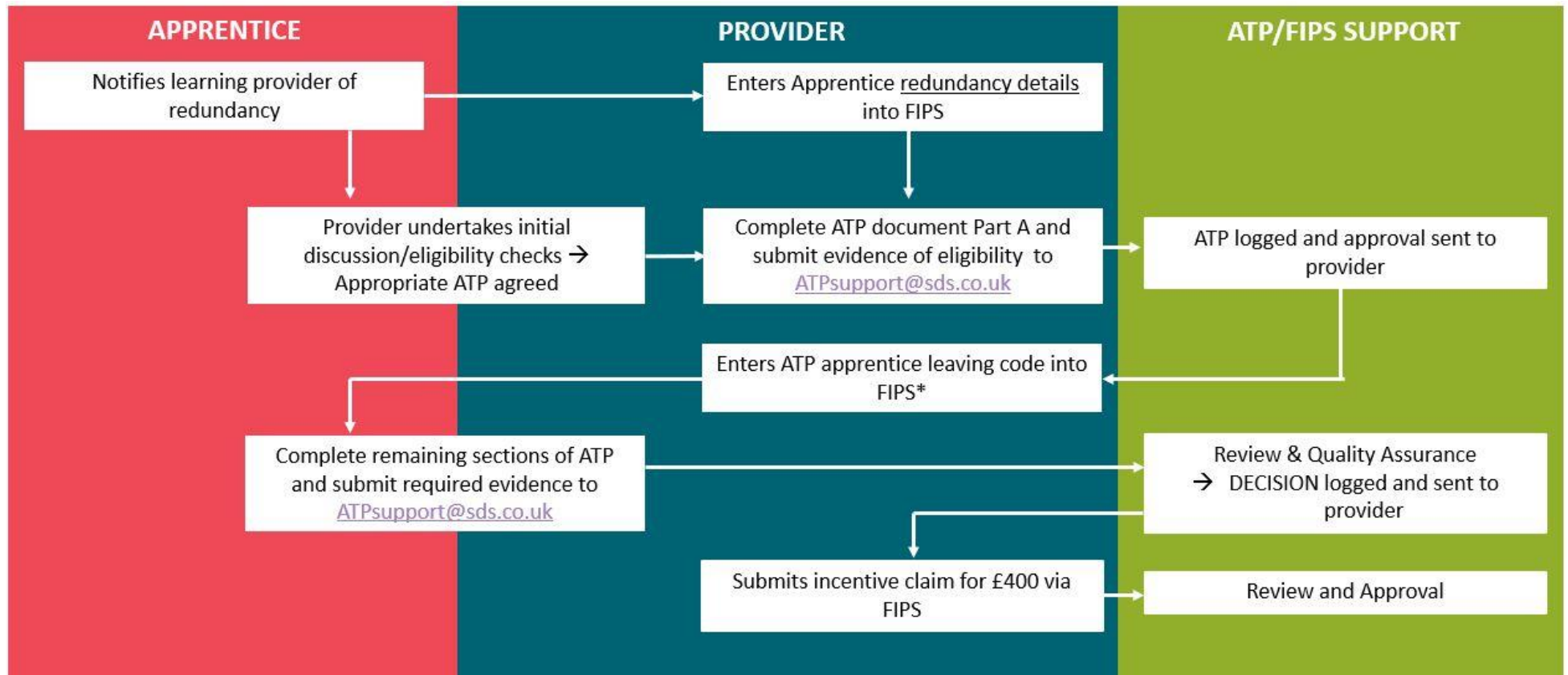
## Annex 1

### Overview of delivery of the Apprentice Transition Plan (ATP) service

The 5 Stages of the ATP do not necessarily need to be carried out sequentially. It is not intended to be a linear process. As a result, not all stages are relevant to all apprentices and consideration to more than one stage may occur at the same time.



## Annex 2 – Overview of ATP Administrative Process



\*ATP 309 (completing full certification) / ATP 310 (completing partial certification) / ATP 311 (no certification, stages 1, 4 and 5 only)

For assignments showing a leaver (archived) status, contact FIPS Support using the help form to request the assignment be changed back to a leaver (active) status