APPRENTICESHIP WORKFORCE DEVELOPMENT: KEY QUESTIONS CHECKLIST

Project Title – Exploring barriers to apprenticeship study

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

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Exploring barriers to apprenticeship study; key theme questions checklist for education providers to use when an apprentice is starting a break in learning (Brindley, J., Hogben, L., & Swain, E. (2024))

Interview themes	Questions	Considerations
Communication	How do apprentices stay in touch when on a break in learning? What support and opportunities need to be discussed with apprentices prior to commencing a Break in Learning?	• What are the preferred communication mechanisms? e.g. email, online meeting, face to face • How frequently should these occur? • Do any central service departments need to be made aware? To ensure that apprentices don't get 'lost' in the system • Who will attend any agreed meetings? How often will these occur?
	What timeframes are you working to?	• What are your expectations as an education regarding key dates? • When will you provide onboarding/reintroduction dates for the apprentices to support their return? • What involvement do central services require to ensure that the returning process is seamless and the apprentice is supported ?

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Curriculum design	How has the curriculum delivery/ programme mapping or design changed during the break in learning (if at all)?	• Consider what guidance you will provide regarding the modules of study which may have changed • How will returning apprentices be supported to return to study ? • How can you ensure that any skills gaps that may have been missed, due to a change in the apprenticeship delivery, can be bridge? • How can you ensure that apprentices are confident when returning to study e.g. is there any bespoke/tailored support from you as an education provider that can be put in place. • What information does the employer need to support this process?
	Maintaining access to online resources	• How do apprentices know what has been delivered? Would a Staying in Touch Day support this? • Have any changes to assessment occurred and are there any significant changes to contemporary practice that the apprentice needs to know prior to returning? • Should apprentices have continued access to online resources during their Break in Learning?

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		• Do you need to improve links with the employer to ensure that there is an open dialogue regarding perceived challenges affecting the apprentice experience?
Belongingness	How can you support returning apprentices to orientate themselves within your context?	• Should a named person be on campus to support the apprentice on their return day? • Is there a need for a formal introduction to new cohort(s) and lecturers/tutors? • Would a buddy system assist with integration into a new cohort? • Can technology be used to support this (e.g. WhatsApp group)? • Does the cohort have a class representative? If so, can they help with introductions?
Preparedness for End Point Assessment (EPA)	Are Knowledge, Skills and Behaviours visible throughout the apprentice journey?	• How are Knowledge, Skills & Behaviours (KSBs) mapped/signposted to throughout the education provision? • Are apprentices aware of the relevance of KSBs and EPA throughout the programme delivery?

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		• Do staff supporting apprentices have appropriate training to meet apprentice needs?
	How do you tailor the learning experience for apprentices?	• How do you support apprentices who have failed assessments? • Do all staff involved in delivering apprenticeships have an understanding of the apprenticeship standard in full, so that the relevance of core topics is explicitly linked to the KSBs? • Does mixed teaching occur (i.e. apprentices mixed with traditional learners)? If so, do mixed cohorts have the opportunity to share what knowledge and experience they have gained within teaching sessions? • Are staff aware that they have apprentices in their cohort (if it is a mixed cohort)?
Perceived positives	What can you do to further enhance the apprentice experience?	• How frequently do tripartite meetings occur? Who is (and isn't) attending? • What support is provided by personal or work-based tutors? How is this captured and logged? • Do academic tutors have good knowledge of the apprenticeship standard? Are tutors delivering the standard

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		at the correct level? Are tutors signposting to EPA throughout the teaching sessions? ● How can improved dissemination of EPA dates be provided? How are changes to the EPA being communicated to the apprentices?

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