

2017




Apprenticeship Handbook



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Your Apprenticeship

Apprenticeship Framework	
Caseload Officer	
Supervisor or Line Manager	
Framework qualifications	
	Teacher / Assessor contact details
Core qualification	
Functional Skills Maths	
Functional Skills English	
Functional Skills ICT	
ERR	
Log in details	 <small>SMARTASSESSOR</small> <small>NEXT GENERATION E-PORTFOLIO SOFTWARE</small>
Username	
Password	

Welcome

Congratulations on securing your Apprenticeship

This is the first step to the start of your new career which gives you the opportunity to gain nationally recognised qualifications and gain new skills, whilst earning money and building a career.

Your Apprenticeship has two parts:

1. Working with your employer,
2. Structured training through Luton Adult Learning or one of our official training providers.

We are all committed to your success and would like to work with you to achieve your goals.

Please keep in touch with us throughout your Apprenticeship – we are here to help you and make sure that everything is in place for you to achieve.

The information in this handbook will help you to understand how your Apprenticeship will work and how to gain the maximum results from your training.

If you have any questions, please contact the Apprenticeship team on 01582 490033

Good Luck!

Introduction to Luton Adult Learning

Luton Adult Learning is part of Luton Borough Council. We work with local employers across a range of industries to encourage and create more Apprenticeship opportunities for young people. Frameworks are developed with Sector Skills Councils (SSC's) to ensure the training we provide is relevant, up to date and of industry standard.

Our aim is to help apprentices find suitable, permanent employment by providing high quality training, enabling you to compete in today's competitive job market.

Contact Details

Luton Adult Learning Lea Manor Campus Northwell Drive Luton Bedfordshire LU3 3TL 01582 490033	Opening Times: Monday: 9am – 5pm Tuesday: 6.30pm – 9.30pm Wednesday: 9am – 5pm Thursday 6.30pm – 9.30pm Friday 9am - 4.30pm
Riverbank Academy 1 Bath Road LUTON LU3 1ES 07500 918898	Opening Times: Monday - Thursday 9am - 4.45pm Friday 9am to 4.15pm

www.lutonacl.ac.uk

Terms and Conditions

Status

Terms and conditions will be set by your employer outlined in your contract. Your employer does not have to offer you permanent employment at the end of your training period, but has an obligation to provide you with training and work experience to allow you to achieve your learning goals as agreed within your Individual Learning Plan.

Apprentice national minimum wage

The National Minimum Wage for apprentices under 19 or those in their first year is £3.40 per hour from 1st October 2016. If the apprentice is 19 or over and past their first year they are entitled to the National Minimum Wage for their age. This applies to time working, plus time spent training which is part of the Apprenticeship.

Employers are free to pay above the new wage and many do so but they must ensure they are paying the apprentices at least the minimum wage. If an apprentice is on a higher wage, the employer must continue to pay that for the remainder of the training or until the apprentice becomes eligible for the full National Minimum Wage.

Hours of attendance

During your employment you will be expected to work hours as per your contract of employment. A minimum of 30 hours per week is required. College/training provider attendance is likely to be from 9.00am to 5.00pm, which you must attend. However, there may be some variation to hours, according to each college/training provider. Attendance recording is required at reviews to confirm the apprentice is in active learning undertaking a minimum of 30 hours per week. Confirmation is required from the apprentice, employer and Luton Adult Learning.

Annual leave

In accordance with your contract of employment. You must inform your teacher of any planned leave, to avoid clashes with exams and training.

Attendance at college

It is very important that apprentices attend college in order to ensure that you achieve your qualifications. We advise employers if you do not attend. If you habitually do not attend as required, it may be necessary to withdraw you from the programme.

Sickness

You must notify your employer/college of non-attendance owing to illness on the same day and no later than one hour after your normal starting time, explaining the reasons for absence and indicating when you expect to return. You must call in yourself, text messages and emails are not acceptable.

Sickness certificates

If you are sick, you are required to complete your employer's self-certification form. If illness continues for more than seven days then a Fit note is required and can only be obtained from your doctor (the seven days includes weekends and bank holidays). These forms must be forwarded to your employer. If you are unable to return to workbased learning after a period of four weeks of absence, an assessment will be undertaken by Luton Adult Learning to establish the length of time required to complete the remainder of your Apprenticeship

Unauthorised absence/late or irregular attendance

If behaviour of this kind occurs, the matter will be discussed with you. Failure to improve may lead to disciplinary action and the possibility of your Apprenticeship being terminated.

Procedures

As an apprentice you **MUST** follow all your employers policies and procedures.

Equal opportunities

As an apprentice, you should be treated in accordance with your employers Equal Opportunities Policy.

Health and Safety

Luton Adult Learning will work with your employer to ensure that supervisors are fully aware of their responsibilities for training an apprentice safely.

As an apprentice, you are entitled to the same protection under the law in Health and Safety matters as any other employee, however you also have a legal duty to obey safety rules. Personal Protective Equipment – Any protective clothing / uniform / equipment should be issued to you on your first working day and used following your employers instructions. Tools issued to you remain the property of your employer.

The Apprenticeship Journey

Enrolment Form

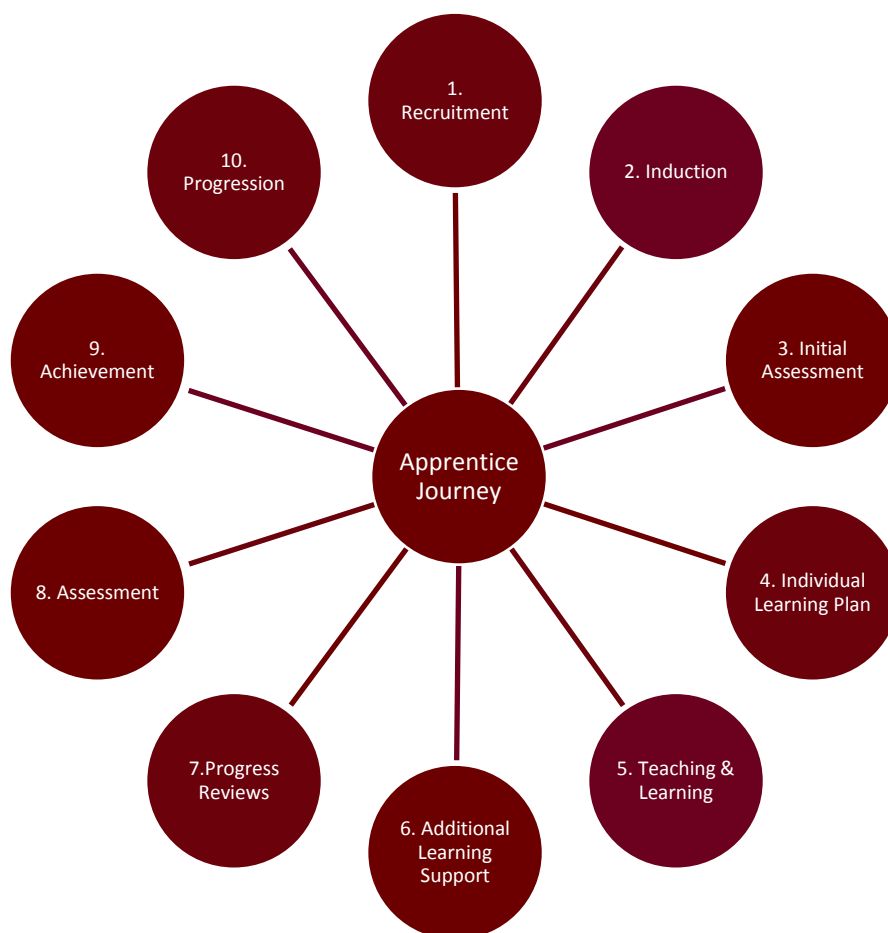
During induction you will be required to complete an enrolment form.

The Individual Learning Plan (ILP)

At the start of your Apprenticeship, there will be an opportunity for you to discuss with your employer and Luton Adult Learning the areas of training that you will need to cover in order for you to achieve your Apprenticeship framework.

The ILP outlines a programme of learning agreed between the employer, Luton Adult Learning and you. It will specify the objectives for both on and off the job training, details of how the training is to be achieved and credits required.

Your Caseload Officer will give you guidance and support on the completion of the ILP.



What is an Apprenticeship?

An apprenticeship is a real, paid job with training so you can earn while you learn and achieve a nationally recognised qualification by the end of the Apprenticeship. An Apprenticeship must last for a minimum of 12 months.

Each Apprenticeship follows a framework which has been designed by the Sector Skills Council that supports the job role being undertaken.

Apprentices complete a Framework of qualifications set by the Sector Skills Council (SSC) at the appropriate level:

- Intermediate Level Apprenticeships – Level 2
- Advanced Level Apprenticeships – Level 3
- Higher Apprenticeships – Level 4

All levels consist of a competence based qualification, a knowledge based element, Functional Skills, Employment Rights and Responsibilities and Personal Learning and Thinking Skills.

Competence Based Qualification

A competency qualification is designed to reflect the skills and knowledge that you need to do a job effectively and is recognised by employers throughout the country.

Assessment of competence

Assessment is based on what you can do and involves you and your assessor. You will be asked to prove you are competent by providing evidence which shows you:

- Can perform all the specified tasks consistently to the required standard
- Understand why you are doing things
- Can apply the required skills in different ways

How is the qualification made up?

Your qualification will be made up of mandatory units and optional units:

- Mandatory units are tasks that must be carried out
- Optional units are tasks that are possible to achieve and you will have the choice of which units to complete. This must be done in consultation with your assessor and Line Manager.

Before your assessor can sign off your unit, you must have produced all the required evidence and provided a variety of evidence to confirm your competency.

Knowledge-Based Qualifications

As part of your framework you may complete a knowledge-based qualification, however many frameworks now combine competence and knowledge to form a single qualification. The knowledge based qualification develops our underpinning theory and knowledge which will support you within your job role.

Functional Skills

Being Honest – Functional Skills is part of your Apprenticeship Framework, you don't have a choice. (Unless you have evidence that excludes you!) You may be exempt from English, Maths and ICT Functional Skills if you already hold the qualifications - GCSE qualifications to at least a grade C or hold GCSE qualifications (with enhanced content) to at least a grade E in these subjects. The awarding body for your Functional Skills are City and Guilds who set the examinations and issue certificates.

Functional Skills in English

You will develop your skills in reading, writing and communication to:

- Read and understand written information in detail.
- Deliver presentations and contribute effectively to discussions.
- Communicate effectively at work and in everyday situations.

Functional skills in English contain three separate assessments: reading test, writing test and an internal speaking, listening and communication task.

Functional Skills in Mathematics

You will develop your core mathematical skills and have the confidence and capability to:

- Solve problems using a variety of mathematical methods.
- Perform calculations involving percentages, fractions and ratios.
- Describe solutions to a range of mathematical situations.
- Interpret and construct graphical displays.
- Discuss and describe data sets using averages.

Functional skills in Maths are assessed by a single examination.

Maths and English courses runs for 6 weeks. The exam is on week 6 if you feel confident to take it.

Functional Skills in ICT

You will develop your ICT knowledge and gain essential skills to:

- Find and select information using ICT systems including spreadsheet, database and word programmes.
- Develop, present and communicate information using ICT programmes.
- Use mailmerge effectively.

Functional skills in ICT are assessed by a single examination.

Employment Rights and Responsibilities (ERR)

All frameworks are required to include the 9 national outcomes in relation to ERR. Every apprentice is required to demonstrate that they know and understand areas such as the employer and employee statutory rights and responsibilities under employment law, health and safety and equality and diversity procedures and documentation for their organisation.

This may be evidenced through completion of a specific qualification or through completion of a workbook.

Personal Learning and Thinking Skills (PLTS)

Personal Learning and Thinking Skills are generic and transferable skills that are essential to life, learning and work. PLTS have a significant impact on a person's ability to make a confident contribution, both within and outside of their working environment.

The PLTS Framework comprises six groups and in the majority of frameworks are covered within the mandatory units. Your assessor will be able to advise you if they are not.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

© Qualifications and Curriculum Authority

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Who is involved with the qualifications?

A number of individuals and organisations have parts to play in your Apprenticeship framework. Their roles have been designed to guarantee fair, accurate and consistent assessment. An outline of the various individuals involved with the assessment process and their specific roles can be found below:

Role	Responsibility	Activity
Apprentice	The person undertaking the qualifications	Complete learning and tasks set by learning provider and employer
Teacher	A qualified and experienced person with a teaching background who is able to deliver the knowledge element of the course.	Deliver planned sessions and build skills with learners to enable them to successfully achieve the qualification and undertake self directed continuous professional development.
Assessor	A qualified and experienced person with knowledge of the sector where the apprentice is working	Judge the evidence of an apprentice's performance, knowledge and understanding against the national standards. Assess whether the apprentice has demonstrated competence
Internal Quality Assessor (IQA)	Ensures the quality of assessment	Samples assessment to confirm the quality and consistency of assessment decisions
External Quality Assessor (EQA)	Appointed by the awarding body to ensure that standards are being applied consistently	Ensures the assessors and IQA's maintain the national standards of qualifications being delivered
Caseload Officer	Ensuring timely completion of full framework and pastoral care.	Complete ILP's, progress reviews, health and safety, equal opportunities monitoring.

Smart Assessor is a fresh and innovative web hosted e-portfolio designed to make evidencing work based competence based qualifications more enjoyable for apprentices. You will be able to see how you are progressing with your qualifications, interact with your assessor, upload evidence for your courses and review feedback from your assessor, teacher and caseload officer.

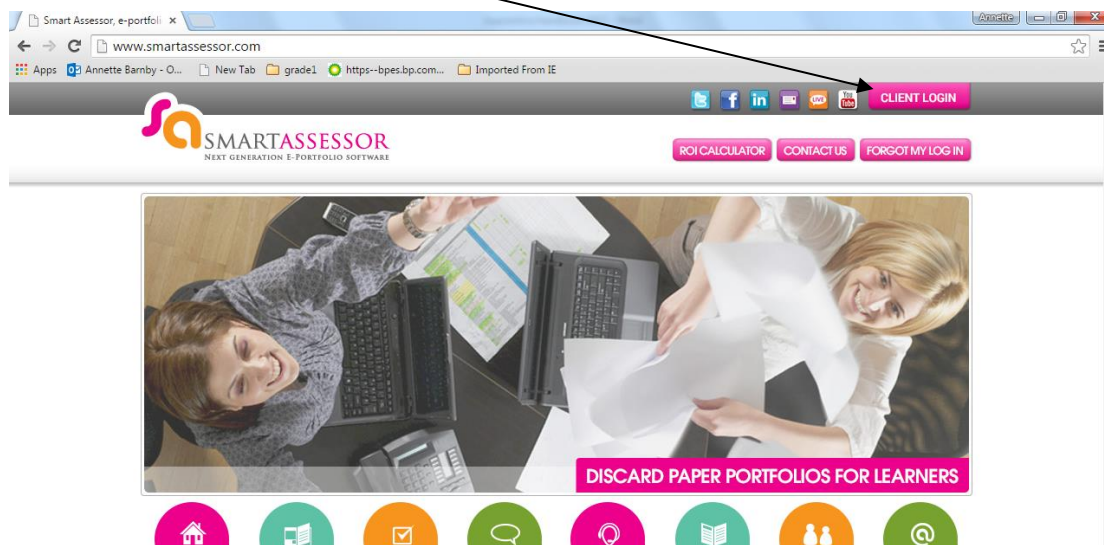
The Smart Assessor app enables you to access your portfolio from any tablet or smart phone **offline** even when you do not have an internet connection.

You can take photos, videos, record discussions and observations as evidence and upload them to your e-portfolio.

Apprentices in Business Administration / Customer Service / Teaching Assistants and Childcare apprentices will use the full e-portfolio system for their competence based qualification. Apprentices in other areas will have full access to the induction, resources and apps.

Logging in

Go to www.smartassessor.com then click the client log in button in the top right corner.



You will then need to enter your username and password (this will be given to you during induction). Then press the login button.

Code of Conduct

Apprentice Responsibilities:

You are required to:

- Make a positive commitment and contribution to your own learning and development.
- To follow your employers rules and procedures.
- Accept responsibility for your own learning and to ask for help when needed.
- Attend regularly and punctually all college classes and appointments, accounting for any absence.
- Inform Luton Adult Learning of any changes to employment and/or personal details.
- Complete and submit all work on time and to the required standard.
- Behave in a manner that reflects the attitudes and policies of your employers and does not bring them into disrepute.
- Comply with all the Health and Safety policies and procedures.
- Complete your Health & Safety Assignment promptly and return to your Caseload Officer.
- Adhere to Luton Adult Learning's Equal Opportunities Policy.
- Provide feedback (e.g. via the questionnaires) of the service provided within the Apprenticeship programme.
- Be respectful and polite to all members of staff.
- Bring any concern which may affect your learning promptly to the attention of a member of staff, so that appropriate support can be offered.

Employer's Responsibilities:

You can expect your employer to:

- Ensure your health, safety and welfare whilst at work
- Provide information, instruction, training and supervision as is necessary to ensure Health & Safety at work.
- Support you in gaining your qualifications.
- Provide you with a contract of employment.
- Hold current employers and public liability insurance and vehicle insurance where appropriate.
- Provide personal protective equipment (PPE) where appropriate.
- Take part / contribute to progress reviews and the Individual Learning Plan (ILP).

Paperwork Requirements

As part of your Apprenticeship you are required to complete a variety of paperwork.

Enrolment Form

Enables Luton Adult Learning to enrol you onto the Apprenticeship programme.

Apprenticeship Agreement

An Apprenticeship Agreement is required to be in place between yourself and your employer. This will be completed at the start of your Apprenticeship and confirms the framework and level of Apprenticeship you are undertaking, start and ends dates and your job role.

Reflective Learning Journals (RLJs)

RLJs allow your Caseload Officer to monitor your progress in the work place and to ensure you are developing your Personal Learning and Thinking Skills (PLTS). This is also a source of evidence for your assessor and an opportunity to celebrate success and can be used to feed into your probation meetings. (A completed RLJ example can be found at Appendix A)

Individual Learning Plan (ILP)

Will be compiled by your Caseload Officer following your Apprenticeship Induction. You will then meet and agree the plan within two weeks.

Progress Reviews

- Informal reviews – often held weekly, with your line manager who will enquire generally about how things are going with particular reference to specific tasks set.
- Formal reviews – a more structured process where you, your caseload officer and line manager refer to the ILP, assessment records and RLJ's to discuss your achievements and progress towards targets. This is done at a maximum of 12 weekly intervals.

Evaluation Questionnaires – Mid Term & Exit

These online questionnaires allows us to continually evaluate our programme on a mid-term and yearly basis, the feedback is essential to continually improve the programme and provide apprentices with the best possible learning experience.

Health & Safety

Monitoring visits

Your Caseload Officer will visit you and your supervisor in the workplace to check as well as discuss any health and safety concerns or requirements. It is important that you attend these review meetings and raise any concerns that you may have.

Accident Reporting

Any accidents, incidents or near misses in the workplace **MUST** be reported immediately to your employer and Caseload Officer using the appropriate reporting form. Certain accidents must be reported to external agencies therefore it is important that all accidents are reported immediately.

Health and Safety Assignment

You will be issued with a health and safety assignment at induction; this **MUST** be completed and submitted to your Caseload Officer by the end of the second full month of your Apprenticeship.

In order to complete this assignment successfully you will have to speak to various people within your place of work and identify current processes and potential hazards and risks. This assignment will also provide valuable evidence for your qualification.

Equalities & Safeguarding

Equality and Diversity

Equality and Diversity is the term used to promote equal access to all within the workplace. Luton Adult Learning is committed to promoting and valuing equality and diversity throughout our provision and practice.

We aim to ensure that apprentice's, members of staff, visitors or others that visit/use Luton Adult Learning have a positive experience on their programme / visit.

Your Caseload Officer will ask you about Equality and Diversity at each progress review – if you are experiencing any problems please let us know.

Bullying & Cyberbullying

Bullying comes in many different forms and can happen to anybody, no matter what age. Don't try to hide what is happening and don't try to deal with the problem yourself, talk to someone you trust - a teacher, parent, older relative or friend. Don't retaliate in any way or you may be accused of bullying.

Different types of bullying can include:

- Physical - Hitting, kicking, taking belongings or money.
- Verbal - name calling, insulting or making offensive remarks.
- Indirect - spreading nasty stories about someone, not including them in social groups, influencing others to purposely ignore them.
- Cyberbullying - using the internet, e-mail, blogs, social networking sites, mobile phones or other digital technologies to intimidate or humiliate others.

Anti-Discrimination & the Equality Act 2010

The Equality Act 2010 combines previous anti-discrimination legislation into one act, and covers; Race, Gender, Sexual Orientation, Disability, Religion or Belief, Gender Reassignment, Pregnancy and Maternity, Marriage and Civil Partnership as well as Age. It protects against discrimination, harassment and victimisation.

An employer cannot discriminate against you because:

- Of your gender.
- If you are married or in a Civil Partnership.
- You have gone through, are going through or intend to go through, gender reassignment (someone who changes their gender under medical supervision).

Under the Equality Act 2010, you cannot be denied a job, equal chance of training or promotion based on your age, nor can you be harassed or victimized because it.

The Equality Act of 2010 makes it unlawful to:

- Discriminate directly against you - That is to treat you less favourably than others because of your disability, or because of something connected with your disability, or because you are associated with or care for someone with a disability.
- Discriminate indirectly against you - that is to apply a practice which would disadvantage you because of your disability unless it can be objectively justified.

Safer Learning and Safeguarding

As part of our commitment to ensuring that all learners can learn in a safe environment, we have zero tolerance to any form of abuse for all learners. You have the right to feel safe where you learn. Other people should not hurt or abuse you. Your responsibilities are:

- To respect other people's right to safety.
- Not to hurt or abuse others.
- Not to threaten or abuse others.

If you have concerns for yourself or others please inform your Caseload Officer or telephone 01582 490033 asking for either Merielle James, Catherine Kirby or Ruth Marti.

The Prevent Duty

Prevent is one of the elements of CONTEST, the government's counter terrorism strategy.

Prevent is about safeguarding you as a learner to keep you both safe and within the law. The Prevent Duty is not about preventing you from having political and religious views and concerns but about supporting you to use those concerns or act on them in non-extremist ways.

What is Prevent Duty?

Section 21 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism".

The government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental Core values, including democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs." This also includes calls for the death of members of the British armed forces.

What are Core Values?

Core values are defined as "democracy, the rule of law, individual liberty, respect and tolerance"; institutions are expected to encourage learners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

For Prevent concerns our Single Point of Contact (SPOC) Debbie Poole-Hunt can be contacted on 07833 480343.

If you consider the concern an emergency call 999.

Exit and Progression

Although there is not a guarantee of employment at the end of your Apprenticeship, we do aim to give you all the skills and experience to be able to secure further employment.

Paperwork

Upon leaving, all apprentices are required to complete an exit questionnaire and subsequent exit interview with their Caseload Officer. Leavers must also ensure that all paperwork, attendance records, reflective learning journals (RLJs) etc. are up to date and meet contractual requirements.

Employability Skills Workshop

Luton Adult Learning offers a quarterly Employability Skills Workshop. You will be invited to one of these towards the end of your Apprenticeship. This workshop looks at the following topics:

- Ideas about where to look for work
- What will help you to decide what types of jobs to apply for
- The do's and don'ts of filling in an application form
- What to include in a CV and how to use a CV
- What to put in a covering letter
- How to prepare for an interview

National Careers Service

The National Careers Service offers information, advice and guidance on

- Job Search
- Interview Techniques
- CV Writing
- Completing Application Forms
- Skills Check

www.nationalcareersservice.org.uk

NUS Apprentice Extra Card

The Apprentice extra discount card has been developed by the National Union of Students and will offer apprentices many of the same discounts and benefits as other students. If you would like to purchase a card, the cost is £10 and can be obtained from the website -

www.apprenticeextra.co.uk

Popular discounts



McDonald's Student Discount - Exclusive NUS Extra discount at McDonald's



Amazon Apprentice Discount - Enjoy an exclusive 5% discount at Amazon.co.uk

More exclusive discounts just for Apprentices



Plus 100's more.....

How to make a flying start:

For many people starting their apprenticeship this will be the first time working in a full time role. Watch the short film and complete the activity below to help you understand what to expect.

Capture below what you think are the 4 most important things to remember about starting a new job.

New job

Impressing the boss:

Try to come up with at least 5 different attitudes and behaviours that would be expected:

1
2
3
4
5

Reality check!

It's only the beginning...

An apprenticeship is seen as the starting point for most people's careers. It is an excellent way to get into a company and learn from the expertise of colleagues around you. Hopefully your apprenticeship will give you the experience to think about the job role you might want to move into once you have completed your apprenticeship.

Start as you mean to go on...

An apprenticeship is a real job and therefore it will be different from school, college or work experience. You will be paid a salary and for your holidays but there will be certain expectations that your employer will have around attitude and behaviour in the workplace.

Showing you have what it takes...

When an employer hires you as their apprentice, they will have considered your skills, how you conducted yourself at interview, your personal presentation and how enthusiastic and interested you seemed in working for their company. They will expect that you have been honest about the type of person you are.

Understanding what is expected of you...

Each company will have expectations of their apprentices, these may vary between different organisations and all will have their own way of doing things. It will help you to know exactly what is expected of you, if you are ever confused about this it is better to ask so that you can do the best job that you can.

Remember:

- If you can't attend, call
- Staff are here to help you succeed, use their experiences
- Your performance is constantly being evaluated
- Respect at all times.

Example of a completed Reflective Learning Journal (RLJ):

Week 1 reflections	
Main tasks completed this week/month	
<ul style="list-style-type: none"> • <i>Filing</i> • <i>Inputting data</i> • <i>Laminating office documents</i> • <i>Attended team meeting and taking minutes</i> • <i>Sorting Post</i> • <i>Reception - dealing with visitors internal & external</i> • <i>Answering the phones</i> 	
New Skills Developed	
<ul style="list-style-type: none"> • <i>How to use the laminator and where the resources are kept.</i> • <i>Where the visitor's book is kept and why we need to sign visitors in and out for security.</i> • <i>What to say when answering the phone.</i> 	
Which tasks I enjoyed & WHY?	Which tasks I least enjoyed & WHY?
<i>Signing in visitors - I enjoyed being able to speak with the customers and it gave me a real sense of responsibility.</i>	<i>Laminating - The machine kept getting jammed and I found it really frustrating and had to keep asking people for help.</i>
Areas I need to work on / skills I would like to develop	
<i>How to deal with the queries on the phone - at the moment I just take who is calling and where they are calling from and transfer the call.</i>	
Qualification Update on progress made, actions and how you are feeling about this qualification.	
<i>I have completed my induction and my assessor has made an appointment to see me.</i>	
Functional skills	
Update on progress made and how you are feeling about this qualification.	
English	<i>Starting planning for the group discussion research on the internet and making relevant notes - I am enjoying English and understand what is required ☺</i>
Maths	<i>n/a - I am exempt from this element as I achieved a B at GCSE</i>

ICT	<i>Using search techniques to locate and select relevant information, the technical language confused me - ☹</i>
Personal Learning & Thinking Skills – Which skills do you feel you have developed this week/ month? (refer to page 2)	
<i>Reflective Learner - I have had a 1-2-1 with my manager to discuss my progress and have met with my assessor where we evaluated the work I had submitted.</i>	
Additional Training Attended & dates	
<i>Equalities Course - 26th August</i>	
Own reflection on progress / concerns	
<i>I feel I am really settling into my department and gaining more knowledge on the office equipment. I am always kept busy and people are willing to show me how to complete tasks and give feedback so I can do it better next time if required. I am really enjoying things.</i>	
Colleagues Feedback	
<i>An Apprentice is taking notes of my instructions to refer to and is making good progress. She now completes the post tasks on her own and has started to deal with the visitors to the building.</i> Signature:	
Supervisors Feedback	
<i>An Apprentice has had a really good start, timekeeping has now improved and I hope this continues. I will be looking to develop her further on the phones and arrange for shadowing opportunities and some training on where to find the general advice and guidance our clients ring up for on the database.</i> Supervisors Signature:	
Apprentice Signature:	
Caseload Officer Signature:	