

Table 1d Your action plan 1

<b>Issue</b>	<b>Proposed actions</b>	<b>Responsibility for actions</b>	<b>Intended targets/ outcomes</b>	<b>Timing</b>
<b>1.1 Apprenticeships and trends in vocational education and training</b>	Eg, review the elements of my approach to vocational education and training	Myself and mentee	Broaden strategies I need to use if necessary	Immediate
<b>1.2 Vocational standards, qualifications and qualification frameworks: T levels and the future</b>	Eg, familiarise myself with any mandated qualifications in my apprentice's standard	Myself, training partners	Ensure work-based mentoring is related to mandated qualification	Next six months
<b>1.3 The role of the trailblazers: the standards and the assessment plan</b>	Eg, familiarise myself with standard and assessment plan for apprenticeship	Myself	Modify work-placed mentoring in light of standard and assessment plan	Next six months
<b>1.4 Higher and degree apprenticeships</b>	Eg, find out about higher and degree apprenticeships in my vocational sector and geographical area	Myself	Engage with relevant local HEI departments	Immediate

Table 2b Activity 10

Communication requirement	Proficiency rating	How might proficiency be improved?
1. Clarity of/articulation in spoken expression	3	For example: <ul style="list-style-type: none"> <li>• record and listen to conversations</li> <li>• ask others for feedback on recorded conversations</li> <li>• seek feedback – colleagues, tutors, mentor</li> <li>• phone conversations – seek feedback on clarity</li> <li>• seek practice or advice in functional skills/GCSE sessions</li> </ul>
2. Audible volume in spoken expression		
3. Giving clear instructions		
4. Following instructions		
5. Relating events in a clear, logical narrative		
6. Expressing a point of view		
7. Resolving conflicts and misunderstandings		
8. Chairing or contributing to a meeting		
9. Conducting a phone conversation effectively		
10. Persuading		
11. Negotiating		
12. Writing a report		
13. Drawing up an agreement		
14. Writing emails that are clear and unambiguous		
15. Recording events in a clear, logical narrative		
16. Taking accurate and full minutes		
17. Designing an event programme		
18. Creating a poster		

<b>Communication requirement</b>	<b>Proficiency rating</b>	<b>How might proficiency be improved?</b>
19. Writing a business letter		
20. Others?		

Table 2d Your action plan 2

<b>Issue</b>	<b>Proposed actions</b>	<b>Responsibility for actions</b>	<b>Intended targets/ outcomes</b>	<b>Timing</b>
<b>2.1 Features of vocational learners and learning</b>	Eg. establish apprentice's key learning needs	Coach and apprentice	Design learning that meets those needs	Immediate
<b>2.2 Factors affecting vocational learning</b>	Eg. identify how each key factor affects apprentice's vocational learning	Coach and apprentice	Design learning that takes those key factors into consideration	Immediate
<b>2.3 Communication and interaction</b>	Eg. identify key communication issues between you and apprentice and apprentice and colleagues	Coach and apprentice	Work to resolve any issues	Six months
<b>2.4 Learning theories</b>	Eg. identify elements in learning theories that could help apprentice learning	Coach and apprentice	Establish different kinds of learning in occupational role	Six months
<b>2.5 Learning styles</b>	Eg. identify apprentice's preferred learning styles	Coach and apprentice	Establish how preferred learning styles could be maximised in apprentice's learning	Six months
<b>2.6 Deep and surface learning</b>	Eg. identify how deep learning could be fostered through apprentice's learning	Coach and apprentice	Maximise deep learning opportunities	Immediate
<b>2.7. Learning in organisations</b>	Eg. identify opportunities for learning and development both through work and off-the-job training	Coach, apprentice and other stakeholders	Exploit opportunities for learning and development	Immediate
2.8 Current and emerging technologies	Eg. update yourself and apprentice on emerging learning technologies that could be used in their occupational role	Coach and apprentice	Improve learning	Six months

Table 3a Activity 6

Target	Occupational context	1	2	3	4	5
1. Improve punctuality.	Customer service in retail outlet L2					
2. Be able to lift client safely.	Caring role in care home L2					
3. Can effectively carry out all yard and field duties to include mucking out, skipping out, tidying and cleaning the yard, watering and feeding by Thursday 15 November.	Equine groom in racing yard L2					
4. Diagnose and rectify common faults in pillar taps by w/e 6 March.	Domestic plumbing apprentice L2					
5. Consult, prepare, plan and deliver skin care and make-up instruction, and evaluate the success of skin care and make-up instruction with customers.	Beauty and make-up consultant in a salon L2					
6. Monitor the weather and carry out specialist duties airside to ensure operational safety is maintained in low visibility and adverse weather conditions by end of apprenticeship.	Airside operator at airport L2					
7. Understand the characteristics of a variety of fabrics and their suitable application to construction by end year 1 of apprenticeship.	Bespoke tailor and cutter – L5 higher-level apprentice					
8. Ensure ingredients are stored, prepared, cooked and presented to deliver a quality product that is safe for the consumer.	Chef de partie L3					
9. Identify ethical dilemmas, understand the implications and behave appropriately. Understand their legal responsibilities, both within the letter and the spirit of the law, as well as be aware of the procedures for reporting concerns over potentially unethical activities. Achieved by the end of this week.	Accountancy/ taxation professional L7					
10. Manage and conduct effective and efficient priority and high-volume investigations. Use initiative to diligently progress investigations, identifying, evaluating and following lines of enquiry to inform the possible initiation of criminal proceedings. Apply an investigative mind-set when decision-making. Present permissible evidence to authorities where required. Achieved by end of the apprenticeship.	Police constable – degree L6					

Table 3b Learner progress report: healthcare support worker level 2

<p><b>Mentor: Kiran McGregor</b>  <b>Apprentice: Danielle Downer</b>                  Date: 5 September 2018</p>			
<p><b>Targets brought forward from previous review meeting on.....</b></p> <p>1. Identify opportunities for supporting individuals with daily activities in the home (2)</p> <p>2. Further develop communication skills in a wide range of settings (1)</p> <p>3. Moving and handling individuals in the home (4.4)</p>		<p><b>Progress achieved against targets</b></p> <p>Target met through observation</p> <p>Partially met – additional evidence and action required</p> <p>Target met through observation</p>	
<p>Progress achieved against standards</p>			
<p>Behaviours</p> <p>You will treat people with dignity, respecting individuals' diversity, beliefs, culture, values, needs, privacy and preferences; show respect and empathy for those you work with; have the courage to challenge areas of concern and work to best practice; be adaptable, reliable and consistent; show discretion; show resilience and self-awareness.</p>			
Skill	You will be able to:	You will know and understand:	Comments:
<p>1 Communication</p>	<ul style="list-style-type: none"> <li>communicate effectively with individuals, their families, carers and healthcare practitioners using a range of techniques, keeping information confidential</li> <li>handle information (record, report and store information) related to individuals in line with local and national policies</li> </ul>	<ul style="list-style-type: none"> <li>why it is important to communicate effectively at work</li> <li>how to communicate with individuals that have specific language needs or wishes</li> <li>ways to make yourself understood</li> <li>how to reduce problems with communication</li> <li>legislation, policies and local ways of working (about handling information)</li> <li>how to keep information confidential</li> <li>why it is important to record and store patient information securely and what to do if you think information is not secure</li> </ul>	<p><b>You communicated with your client well initially. You continued to speak to her when you were in the kitchen.</b></p> <p><i>How do you know that your client heard what you were saying?</i></p> <p><i>(see target)</i></p>

<p>2 Health intervention</p>	<ul style="list-style-type: none"> <li>• support individuals with long term conditions, frailty and end of life (6) care</li> <li>• identify and respond to signs of pain or discomfort</li> <li>• promote physical health and wellbeing of individuals</li> <li>• assist with an individual's overall comfort and wellbeing</li> <li>• support individuals with activities of daily living</li> <li>• recognise deteriorations in health, long term conditions, physiological measurements, skin integrity and appropriately report any changes in physical health needs as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• how to do routine clinical tasks (eg, check blood pressure, temperature, weight etc) delegated from a registered nurse or other healthcare professional</li> <li>• the signs and symptoms of a person who is experiencing pain or discomfort</li> <li>• how to promote a person's physical health and wellbeing</li> <li>• how to support a person's comfort and wellbeing</li> <li>• the importance of hydration, nutrition and food safety</li> <li>• what the activities of daily living are and which ones you are expected to support in your role</li> <li>• the signs of a person whose health and wellbeing is deteriorating; and how to report changes and deterioration</li> </ul>	<p><b>You encouraged independence with day-to-day tasks.</b></p> <p><b>You checked that your client had been eating her meals and helped her prepare her breakfast.</b></p> <p><b>You monitored the contents of the fridge and checked her milk and soft drinks and basic supplies.</b></p> <p><b>You recorded relevant information in the care plan.</b></p>
<p>2.1 Person-centred care and support</p>	<ul style="list-style-type: none"> <li>• demonstrate what it means in practice to provide person centred care and support</li> </ul>	<ul style="list-style-type: none"> <li>• what it means to give 'person-centred care and support'</li> <li>• why it is important to get consent, even when it is difficult</li> <li>• why it is important to get people actively involved in their own care</li> <li>• why it is important to give people choices about their care; and why treating people as valuable and unique individuals makes a big difference in how they feel</li> </ul>	
<p>2.2 Dementia, cognitive issues, mental health</p>	<ul style="list-style-type: none"> <li>• promote mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• the main forms of mental ill-health and their impact on</li> </ul>	<p><b>You encourage and support your client's independence noting</b></p>

	<ul style="list-style-type: none"> <li>• recognise limitations in mental capacity and respond appropriately</li> <li>• recognise and respond to signs of poor mental health, for example dementia, depression, anxiety or other cognitive issues</li> <li>• recognise and report any deterioration in an individual's mental health</li> </ul>	<p>people's lives; and how to promote mental health and wellbeing</p> <ul style="list-style-type: none"> <li>• the possible signs of limitations in mental capacity and what to do when you notice them</li> <li>• the possible signs of mental health, dementia and learning disability in people</li> <li>• why depression, delirium and the normal ageing process may be mistaken for dementia</li> <li>• the importance of early diagnosis in relation to dementia and other cognitive issues</li> <li>• how to report changes or deterioration</li> </ul>	<p><b>that she is pleased when she completes a task herself.</b></p>
2.3 Basic life support	<ul style="list-style-type: none"> <li>• perform basic life support for individuals using appropriate resuscitation techniques and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• how to perform basic life support</li> </ul>	
2.4 Physiological measurements	<ul style="list-style-type: none"> <li>• undertake a range of physiological measurements using the appropriate equipment including height, weight, temperature, pulse, breathing rate and blood pressure</li> </ul>	<ul style="list-style-type: none"> <li>• the range of physiological states that can be measured including body temperature, weight, height, blood pressure, pulse and breathing rate</li> <li>• the normal range of physiological measurements</li> </ul>	
3 Personal and people development	<ul style="list-style-type: none"> <li>• take responsibility for, prioritise and reflect on your own actions and work</li> <li>• work as part of a team, seeking help and guidance when you are not sure</li> </ul>	<ul style="list-style-type: none"> <li>• your role and the responsibilities and duties of your job</li> <li>• why it is important to work in ways that have been agreed by your employer and to follow standards/codes of conduct</li> </ul>	
	<ul style="list-style-type: none"> <li>• maintain and further develop your own skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• working relationships and the importance of</li> </ul>	

	<p>through development activities</p> <ul style="list-style-type: none"> <li>• maintain evidence of your personal development and actively prepare for and participate in appraisal</li> </ul>	<p>working well with other people</p> <ul style="list-style-type: none"> <li>• who or where to go for help and support about anything related to your work</li> <li>• the importance of personal development and how to reflect on your work; how to create a personal development plan</li> </ul>	
4 Health, safety and security	<ul style="list-style-type: none"> <li>• maintain a safe and healthy working environment take appropriate action in response to incidents or emergencies following local guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• legislation, policies and local ways of working which relate to health and safety at work</li> <li>• your responsibilities, and the responsibilities of others, relating to health and safety at work; what to do in situations that could cause harm to themselves and others; how to handle hazardous materials and substances</li> <li>• what to do when there is an accident or sudden illness</li> </ul>	
4.1 Duty of care	<ul style="list-style-type: none"> <li>• follow the principles for implementing a duty of care, always acting in the best interest of individuals to ensure they do not come to harm</li> </ul>	<ul style="list-style-type: none"> <li>• the meaning of 'duty of care' and why it is important</li> <li>• what support is available when you come across a difficult situation or when someone makes a complaint</li> </ul>	
4.2 Safeguarding	<ul style="list-style-type: none"> <li>• follow the principles of safeguarding and protection</li> </ul>	<ul style="list-style-type: none"> <li>• legislation, policies and local ways of working about 'safeguarding' and protection from abuse</li> </ul>	
		<ul style="list-style-type: none"> <li>• the signs of abuse and what to do if you suspect abuse</li> <li>• and how to reduce the chances of abuse as much as possible</li> </ul>	

4.3 Infection prevention and control	<ul style="list-style-type: none"> <li>• use a range of techniques for infection prevention and control including waste management, hand washing and the use of Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• legislation, policies and local ways of working that help to prevent infection; the meaning of 'risk' and 'risk assessment'</li> <li>• the importance of good personal hygiene and hand washing</li> <li>• how to select the right PPE (such as gloves, aprons and masks)</li> <li>• how infections start and spread; the importance of cleaning, disinfecting and maintaining a clean workplace to reduce the risk and spread of infection</li> <li>• the meaning of 'antimicrobial resistance'</li> </ul>	<b>You were in a clean uniform and washed your hands before and after your visit.</b>
4.4 Moving and handling	<ul style="list-style-type: none"> <li>• move and position individuals, equipment and other items safely</li> </ul>	<ul style="list-style-type: none"> <li>• why people and objects need to be moved safely</li> <li>• how to move and position people safely</li> <li>• how to move and handle equipment and other objects safely</li> <li>• agreed ways of working when moving people and know how to identify any risks</li> </ul>	<b>You helped your client out of bed using the appropriate techniques.</b>
5 Equality and diversity	<ul style="list-style-type: none"> <li>• follow the principles of equality, diversity and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• equality and diversity legislation, policies and local ways of working</li> <li>• why equality is important and how discrimination can happen at work</li> </ul>	
<p>Targets to be achieved</p> <ol style="list-style-type: none"> <li>1. Recognise when your client is unable to hear you (1)</li> <li>2. Undertake physiological measurements in an appropriate care setting (2.4)</li> <li>3. Further develop knowledge and skills in infection prevention and control (4.3)</li> </ol>			<p>Timing</p> <p>At next visit</p> <p>Next observation</p> <p>Next observation</p>

<p>Actions needed to achieve these targets</p> <ol style="list-style-type: none"> <li>1. Always check if your client can understand what you are saying by seeking an appropriate response. Check if hearing aids are working properly, record and report to the appropriate personnel (1)</li> <li>2. Identify a suitable patient/service user and demonstrate skills and understanding through care plans/records (2.4)</li> <li>3. Plan for skills development in a suitable setting (4.3)</li> </ol>	<p>By whom?</p> <p>Apprentice and mentor discussion</p> <p>Apprentice</p>
<p>Signed.....Kiran McGregor.....Mentor</p> <p>Signed.....Danielle Downer.....Apprentice</p>	

Table 3f Your action plan 3

<b>Issue</b>	<b>Proposed actions</b>	<b>Responsibility for actions</b>	<b>Intended targets/ outcomes</b>	<b>Timing</b>
3.1 Mentoring roles and models	Eg, reconsider the roles I have with my mentee	Myself and mentee	Broaden strategies I need to use if necessary	Immediate
3.2 Learning from experience and reflective practice	Eg, develop a means by which mentee's reflection is accurately recorded	Myself, training partners, awarding organisations	Recording of reflection leads to improvement in performance	Next six months
3.3 The mentoring cycle	Eg, schedule a mentoring cycle with mentee	Myself and mentee	Develop a cycle that builds mentees' learning	Next six months
3.4 Recording learner progress	Eg, develop a means by which mentee's progress is accurately recorded	Myself, training partners, awarding organisations, end-point assessment organisations	Mentee's progress is easily monitored by all parties	Next six months
3.5 Managing and maintaining the mentor-mentee relationship	Eg, evaluate own management of my relationship with mentee	Myself and mentee	Adjust any aspects of management of relationship accordingly	Next six months
3.6 Mentoring and coaching	Eg, develop own questioning skills	Myself	Investigation of coaching literature Approach staff training/ HR for guidance on coaching training	Immediate
3.7 Safety, health and the environment	Eg, investigate HSE requirements of apprenticeship standards and end-point assessment	Myself, training partners, awarding organisations, end-point assessment organisations	Familiarisation with apprenticeship standards and assessment plan	Immediate
3.8 Your organisation and your partners in training	Eg, familiarise yourself with other partners in supporting the apprenticeship and their roles	Myself and partners	Meetings, company literature, web search	Immediate
3.9 Maintaining your occupational currency and ensuring continuous professional development	Eg, organisation staff development days Short course Learning visit to industry/ commercial organisation, public services	Myself and colleagues	Maintaining my occupational currency and ensuring continuous professional development	Ongoing

Table 4f Your action plan 4

<b>Issue</b>	<b>Proposed actions</b>	<b>Responsibility for actions</b>	<b>Intended targets/ outcomes</b>	<b>Timing</b>
4.1 Models of mentoring and coaching	Eg, coaching skills I need to practise	Myself	Rounded skills as a coach	One year
4.2 Emotional intelligence	Eg, emotional competencies I need to develop	Myself	Competencies recognised by others	One year
4.3 Building rapport, trust and respect	Eg, what more could I do to build better rapport, trust and confidence?	Myself	Positive response from apprentice	One year
4.4 Questioning	Eg, questioning skills I need to enhance	Myself	Positive response from apprentice	One year
4.5 Active listening	Eg, are there aspects of my body language I can improve? (I keep looking at my watch while someone is giving answers)	Myself	Feedback from others	One year
4.6 Observation	Eg, what are the contexts in which I need to improve my observation skills?	Myself	Feedback from others	One year
4.7. Teaching, tutoring, instruction	Eg, how can I improve my subject pedagogy?	Myself	Feedback from others	One year

Table 5e Your action plan 5

<b>Issue</b>	<b>Proposed actions</b>	<b>Responsibility for actions</b>	<b>Intended targets/ outcomes</b>	<b>Timing</b>
5.1 Features and principles of assessment	Eg, devising an assessment which meets the key principles of assessment	Myself, training partners	Positive response from quality assurers	One year
5.2 Assessment methods	Eg, experience of the key methods of assessment used with apprentices	Myself, training partners, employer trainers	Positive response from quality assurers	One year
5.3 Quality assurance of assessment	Eg, participation in both moderation and verification processes	Myself, training partners, quality assurers	Positive response from quality assurers	One year