**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj65ZDvubPWAhVKCcAKHRl8Cx8QjRwIBw&url=http://www.skillsandlearningbdp.co.uk/esfa-logo/&psig=AFQjCNGXxA553aEg3ou0gqBwXIS2sonQmQ&ust=1505986186109357)**

***Apprenticeship Progress Review***

***Template for On-Boarding***

***First APR Annex***

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| --- | --- | --- | --- |
| **Apprentice's Name:** |  | **Date of Review** |  |

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| **Initial Discussion - Learning on Programme** | |
| Notes are optional  Action any concerns | In Your Welcome Event and during Induction you have been introduced to the underpinning development opportunities and requirements of your Apprenticeship. What do you still need to know and prioritise about the following Information Advice and Guidance?   * [Transition to HE Exercise](https://blog.shu.ac.uk/apprenticeship-resources/onboarding/transitioning-to-higher-education/) (AIIR-onboarding section) * Learner Diagnostic tools from the [Skills Centre](https://blogs.shu.ac.uk/skillscentre/) * [Library Access for Distance Learners](https://libguides.shu.ac.uk/distancelearners/registration) * Free [LinkedIn Learning account](https://www.shu.ac.uk/digital-skills/linkedin-learning) * Disability Team Support [Additional Learning Needs](https://www.shu.ac.uk/current-students/student-support/disability-support) * General [Help and support options](https://blog.shu.ac.uk/apprenticeship-resources/wellbeing-and-support/staying-safe-online/) (AIIR) * Guidance on [20% Off The Job Training](https://blog.shu.ac.uk/apprenticeship-resources/succeeding-in-your-off-the-job-training/how-will-off-the-job-training-take-place/) * The [Training Plan Toolkit](https://blog.shu.ac.uk/apprenticeship-resources/onboarding/employer-commitment/) and employer obligations set out in your *Commitment Statement* |

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| --- | --- |
| **Further Discussion - Ongoing Reflection in response to** [**AIIR**](https://blog.shu.ac.uk/apprenticeship-resources/onboarding/employer-commitment/) | |
| Notes are optional  Action any concerns | Q. How well will your Literacy skills support success in your SHU assignments *and* job role?  Q. How well will your Numeracy skills support success in your SHU assignments *and* job role?  Q. How well will your digital skills support success in your SHU assignments *and* job role?  Q. How well will your critical thinking and reflective capability support development of KSBs?  Can we discuss the accuracy of your Skills Scan and confirm any adjustments to your initial KSB milestone judgements? |

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| **Going Forward – STARE Evidence and SMART targets** | |
| Apprentice to complete this section | Can we summarise your priorities from the above and identify the SMART actions to strengthen your Training Plan against accurate KSB starting positions? |
| INSERT…  Outputs should be into actioned as Evidence for E-portfolio  and transposed as SMART target(s) in the main APR review form |

**WBLC Guidance Notes for use of APR Thematic Annex Documents:**

1. There are 6 thematic documents, [WBLC Sharepoint](https://sheffieldhallam.sharepoint.com/sites/3043/int/beg/wbl/SitePages/Work-Based-Coach-Area.aspx) each designed to focus on one aspect of the Essentials and connect to a key section of AIIR
2. Use one Thematic Annex for each APR, depending on your SEE. Only send out share the clean version with comments removed.
3. For longer apprenticeships e.g. 4+ years, each thematic annex might be deployed more than once and so the WBLC can use the prompt questions to drive more progressive conversations depending on the SEE and the individual level of Apprentice engagement.
4. WBLC should thank the apprentice and employer for engaging with the specific theme but check for other areas of high importance, particularly relating to Safeguarding and wellbeing that might warrant a high priority.
5. Coaches may choose the order, but it is recommended to complete the overall APR first then bring in the Thematic Annex. Some of the relevant conversation on the theme may have already arise in the main APR, so draw on that to get the most out of the review.
6. Each APR Annex uses a flow of questions, planned to maximise APR productivity and drive KSB development. It is not It is not *necessary* to write specific notes against the first two question boxes, but if concerns or opportunities arise be sure to carry these forward as actions in the final box on the APR Annex form and then transpose SMART actions into the main APR action plan.

**Initial discussion – Learning on Programme**

Support the Apprentice to look back, align, or look forwards to relevant curriculum events (implementing a working SEE!)

**Further Discussion - Ongoing Reflection of experience and in response to** [**AIIR**](https://blog.shu.ac.uk/apprenticeship-resources/equality-diversity-and-inclusion/)

Facilitate discussion on thematic evidence within the workplace, use tools and resources in AIIR to aid reflections making links to KSBs. Use SEE to plan the release AIIR before and/or after the APR.

**Going Forward – STARE Evidence and SMART targets**

Explore and document agreed KSB evidence and generate SMART objectives linking back to Curriculum, AIIR and work role. The Annex should be used to capture valuable parts of reflection and recognition of the theme (linking to STARE activities). The resulting SMART target(s) must be transposed into the main APR form as an integral part of KSB development.

1. After the APR the completed thematic Annex Document should be treated as part of the APR evidence base to be included in MAYTAS and used as a base for future reviews.