**Integrated strategy Initiative for Strengthening the supply of APPrenticeships in TEXtile sector**



**TEXAPP - WP3.6**

|  |  |
| --- | --- |
| **TASK** | **WP3.6**   * **Employer Standard Company Learning Plan for Apprentices Worked Example Template** |

|  |  |
| --- | --- |
| **Prepared by:** | HDTTC |
| **Contributors:** | Bill Macbeth  Ian McMillan |
| **Work Package:** | WP3.6 |
| **Date:** | 23-01-2018 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Company Learning Plan (for the apprentices)** | | | |
| Learner name: David Sherlock | | Supervisors name: Nicky Perry | |
| Tutor/assessors name: Mike Wilshaw | | Course Title/Level: L2 NVQ Textile manufacturing | |
| Time frames: Start date - End date - | | | |
| **Quarterly company training aims** | **During this quarter, the learner will;** | | **Types of evidence** |
| 1. To familiarise the learner with all our relevant company policies – in particular, our H&S procedures | Be aware of all the main company policies and understand the H&S arrangements | | 100% success in the H&S quiz prepared by supervisor and tutor completed – interview notes from supervisor and mentor |
| 1. Complete the company manual handling training | Be competent in the lifting and handling skills needed to do his job role | | Observed by supervisor – successful certificate from company |
| 1. To provide instruction in the use of the scribble and dibble machines | Be able to explain the safety arrangements for safe use of both machines and demonstrate a basic understanding of the range of functions of both machines | | Q&A with supervisor – simulation on both machines – copies of the operating manual |
| 1. To spend one week on the scribble department and one week in the dibble section | Be able to explain the relationship between scribbling and dibbling and understand what these two processes are for | | Q&A with supervisor – learner short report on both sections and processes |
| 1. To start to build the portfolio evidence agreed between to tutor/supervisor/learner | Have prepared a range of relevant information and evidence linked to the qualification Unit 4.3 and 5.2 | | Video of safe working taken by supervisor – reports from company files – spec sheets for both machines |
| 1. To be made aware of the key terminology of both processes | Be able to explain the meaning of all the terminology in the term one glossary test | | Term one glossary of terms test sheet completed – acceptable interview result with mentor |
| **http://primary3.tv/blog/wp-content/uploads/2011/03/thumbsup.jpg What Went Well?** | | **http://www.clker.com/cliparts/2/1/9/1/12065669501260557625Anonymous_light_bulb.svg.med.pngEven better If…** | |
| 1. Excellent response to this by David | | We need to link up the quiz questions more with the interview session | |
| 1. Handling and lifting training completed successfully | | We need to bring this forward to week one of the 1st term rather than week three | |
| 1. David struggled with understanding the operating manual of both machines | | We need to re-look at his English initial assessment and set him more tasks like this to improve his ability to read technical manuals | |
| 1. This aim was completed – two weeks spread across both sections worked well | | No improvements needed here | |
| 1. Good email support from Mike showing where the e-portfolio information could be saved | | We could up-load video evidence of the safe working competencies – but Mike said he would show us how to do this on the next visit | |
| 1. Excellent support from Mike on this providing us with some useful terms and a comprehensive glossary for both the qualification and both machines | | No improvements here - we used some of Mike’s work and blended some of our company specific terminology into a task for David – we will continue this through each term – this is really good practice | |