

UCC Apprenticeship Induction 2025/26

UCC Apprenticeship Induction – Welcome!

Welcome! Today's initial induction session will include:

- Meet the Team/Introduction
- Roles/Responsibilities
- Setting Expectations
- Apprenticeship Programme Structure
- Progress Reviews
- Smart Assessor
- Off the Job Training
- Induction e-Learning



Meet your Apprenticeship Team



Alex Collins -
Apprenticeship Manager –
Engineering & Professional
Construction



Peter Mansfield –
Trainer/Assessor
HE Engineering



Becky Corley –
Hybrid
Assessor/Lecturer in
Mechanical
Engineering

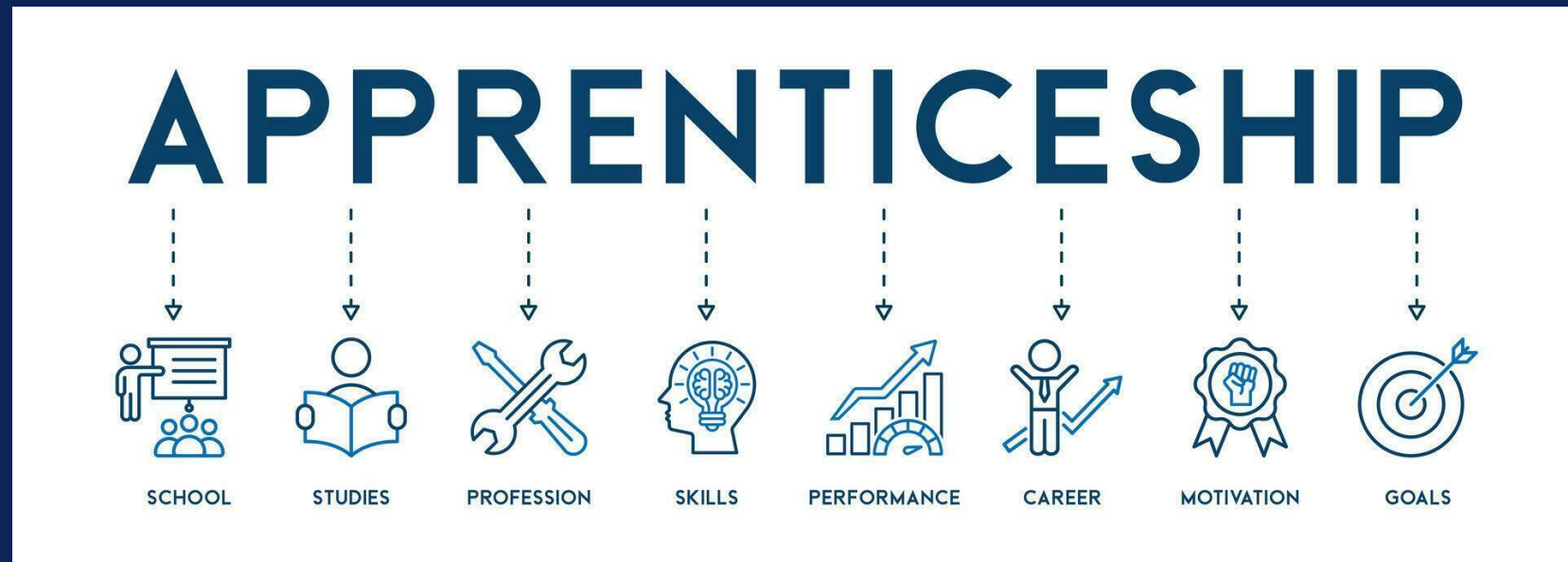
Key Terms

Important Key Terms/Abbreviations:

- **Off the Job Training (OTJ)** - Hours spent completing learning and development activities e.g., college attendance, new work-based training and online training.
- **Knowledge, Skills and Behaviours (KSB's)** - The criteria set out in the Apprenticeship Standard.
- **Gateway** – The time in which you are ready for End-Point Assessment. You will be in gateway until you sit your End-Point Assessment.
- **End-Point Assessment (EPA)** - The EPA is the final 'assessments' which test your KSB's and your work-based competency. You will be assessed against the knowledge, skills and behaviour criteria set out in your apprenticeship standard. The assessment is usually a minimum of 2 elements e.g., an observation or presentation and a professional discussion (all apprenticeship standards are slightly different).



Apprenticeship Course



Roles and Responsibilities: Training Provider

You will be assigned an Apprenticeship Development Coach or Trainer/Assessor, their roles and responsibilities are:

Apprenticeship sign-ups and onboarding

Inductions

Progress reviews – every 8-12 weeks

Monitoring OTJ entries and reflections

Supporting with personal development

Industry trained guidance/support

EPA preparation such as mock EPA discussions, presentations and observations

Accessing additional learning support

Employer and student communication/engagement

Smart Assessor support

General course/apprenticeship guidance



Roles and Responsibilities: Employer



Your employer has an essential part to play in developing and delivering your apprenticeship programme. Where it is possible, you should also have a workplace mentor.

Your mentor should be a colleague who you can talk to in confidence about your apprenticeship, and who should support you to raise concerns or make suggestions to improve your experience, as well as supporting you in the workplace .

Your employer's role:

- Pay you a salary - National Minimum Wage for an Apprentice, as a minimum, but they can pay more. For more information visit www.gov.uk/national-minimum-wage-rates. The National Minimum Wage for apprentices usually changes annually on the 1st April.
This does also include your college day.
- Provide a workplace induction (including Health & Safety, policies & procedures and introductions to staff) and a safe working environment
- Allow reasonable access to college staff for the purpose of providing assessment and or underpinning knowledge as well as reviewing progression
- Support you in gaining valuable experience and assessment opportunities to complete your apprenticeship
- Allow work time for the off-the-job (OTJ) learning
- Key responsibility at the Gateway in signing off you are ready to undertake EPA
- To regularly take part in reviews and feedback for apprentices in collaboration with the training provider.

Roles and Responsibilities: Apprentice

Apprentices are responsible for:

Complying with undertaking the minimum number of OTJ hours for your apprenticeship

Attending timetabled college session, progress reviews, portfolio sessions and other ad hoc sessions

Always behaving in a safe and responsible manner in accordance with policies and procedures (at work and at college)

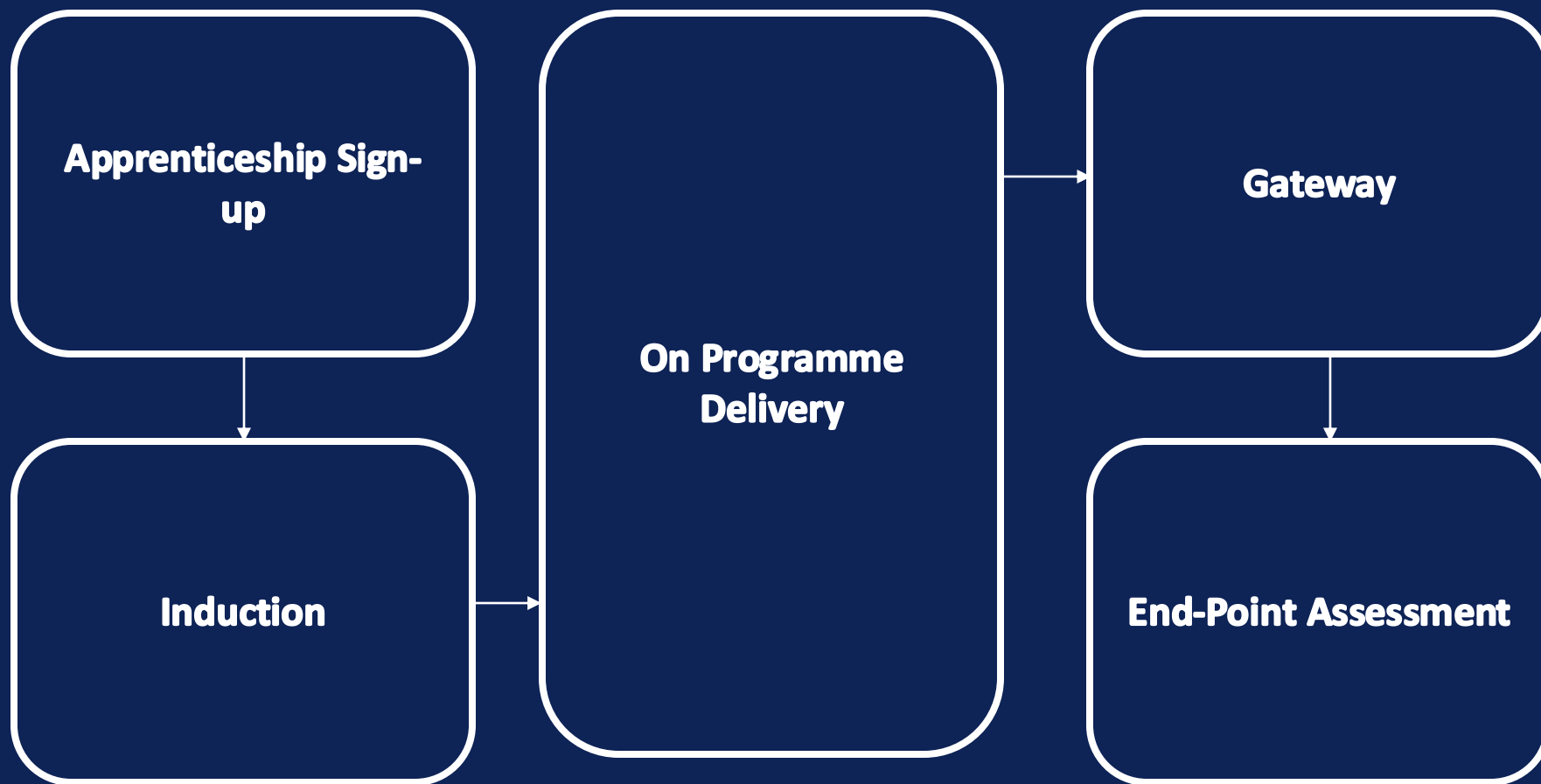
Keeping your employer and provider informed of: Non-attendance, Deadlines/Targets, Loss of employment and any other change in circumstances

With your employer and Colchester Institute, agreeing, when learning is complete and are ready to undertake EPA

Completing Induction and all training for your apprenticeship/qualification

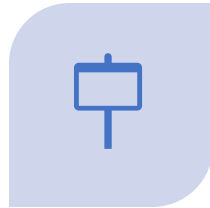


Apprenticeship Structure



Apprenticeship Structure: Sign-up

As part of the onboarding process you will have completed an Apprenticeship Sign-up, at this appointment you will have had the opportunity to discuss:



SIGN-UP – INTRODUCTIONS



TRAINING/DELIVERY PLAN –
INCLUDING AGREEING TO
START AND END DATES



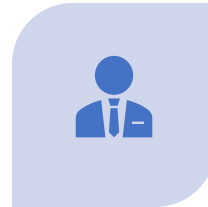
COMPLETE A SKILLSCAN



FUNCTIONAL SKILLS (IF
APPLICABLE)



EMBEDDING MATHS,
ENGLISH, PERSONAL
DEVELOPMENT AND SOFT-
SKILL DEVELOPMENT
THROUGHOUT THE
APPRENTICESHIP



CONFIRM CONTACT
DETAILS



END-POINT ASSESSMENT
IMPORTANT INFORMATION



APPRENTICESHIP FUNDING
AND COMPLIANCE
PAPERWORK

Apprenticeship Structure: Induction



**UCC/Apprenticeship
Induction**



Collect ID Badges



Tour of the campus



Introduction to your
course



Meet the team



Expectations



Study Skills



E-Learning



Transforming Lives

Apprenticeship Structure: On Programme Delivery

<i>HNC – Level 4</i>		L4 Engineering manufacturing technician
Mechanical (Pearsons RQF)	Electrical (Pearsons RQF)	
Maths	Maths	
Science	Science	
Engineering Design	Engineering Design	
Managing Engineering Project	Managing Engineering Project	
CAD/CAM	CAD/CAM	
Automation, Robotics, PLCs	Automation, Robotics, PLCs	
Mechanical Principles	Electrical/Electronic Principles	
Thermodynamics	Digital Principles	
<i>HND – Level 5</i>		L6 Manufacturing engineer (degree)
Mechanical (Pearsons RQF)	Electrical (Pearsons RQF)	
Further Maths	Further Maths	
Advanced Mechanical Principles	Further Electrical/Electronic Principles	
Further Thermodynamics	Industrial Power, Electronics and Storage	
Virtual Engineering	Industrial Systems	
Sustainability	Sustainability	
Research Project	Research Project	
Professional Engineering Management	Professional Engineering Management	
<i>BEng Degree Top Up – Level 6</i>		
Mechanical (UEA)	Electrical (UEA)	
Research Methods	Research Methods	
Engineering Operations Business Improvement	Engineering Operations Business Improvement	
Lean Manufacturing and Quality Applications	Engineering Automation and Manufacture	
Computer Simulation Modelling	Electronic Engineering Applications	
Engineering Automation and Manufacture	Electrical Power Systems	
Main Project - Dissertation	Main Project - Dissertation	



Apprenticeship Structure: Progress Reviews

Progress Reviews are completed **every 8-12 weeks** – **Apprentice, employer and training provider to be involved**. Reviews can take up to 1.5 hours, they may be in person or online (virtually via Teams).

Purpose of Reviews:

- Tracking your KSB's - including maths and English developments
- Off the job training
- Share positive updates / progress
- Coaching for KSB's and EPA
- Employer feedback
- Setting learning goals
- Careers planning and guidance
- General pastoral support/address concerns
- Discuss topics such as Safeguarding, Digital Safety, Health and Safety, Wellbeing, Prevent, British Values, Equality and Diversity, and Sustainability.

Apprenticeship Structure: Gateway

Gateway

- Gateway takes place before an End Point Assessment (EPA) can start.
- You will only be entered into Gateway once:
- You have met the **minimum duration** of programme
- Have completed **all** required off the job hours
- You, your Assessor/Coach and your employer are satisfied you have demonstrated full competence and have met **all** pre-requisite Gateway requirements e.g.:
- Evidence has been submitted and collected to the required standard and it is mapped to the KSB's,
- Logbooks/workbooks have been completed and submitted
- Confirmation forms have been signed

Apprenticeship Structure: EPA

End-Point Assessment (EPA)

- EPA is a rigorous and robust process designed to test you against the Apprenticeship Standard. Employers, providers and independent assessors are involved in the EPA in some way.
- Each standard has a published end-point assessment plan unique to each standard that describes the assessment in detail. (Request you have access to the plan) Assessments could include: a project, professional discussion, knowledge test, presentation, portfolio, interview or any combination of these.
- EPAs are often graded: Fail, Pass or Distinction with some having Merits.
- An apprentice cannot complete and achieve their apprenticeship without passing the End Point Assessment.
- Before you are booked in for your EPA you will have been provided with full support and preparation for this assessment(s)

EPA Resits and Retakes

- If you fail all or some parts of the EPA you have the opportunity to retake or resit the elements failed.
- If you pass you cannot retake to simply achieve a higher grade
- Employers decide how many attempts you have – there is a resit cost attached to each resit

Additional Learning Support

You are encouraged to notify us of any disability and/or learning difficulty you would like to be considered as early as possible.

Additional Learning Support

- If you have a learning difficulty and/or disability you may be entitled to support this can include extra time for assignments, study skills support and other reasonable adjustments.



Financial Support

Care Leavers Bursary

- To support higher participation and completion for young people aged 16-24 with experience of being in care the Care Leavers Bursary can be applied for by the Apprenticeship this is £3000 and is paid directly to the apprentice and is for starts from 1st August 2023. It is paid in 3 instalments of £1000.

Financial Information

- Employers will receive payment where they meet the eligibility criteria, to help the apprentice. It is the employers' responsibility to check and declare their organisation and apprentice's eligibility status for any incentive payments at the start of the apprenticeship. Incentive payments are only made at set points, direct to the employer, counted from the date the apprentice starts their apprenticeship.

If you have any questions or queries on the above please contact your coach/ assessor or please use the contact the Apprenticeship Administration Team: appadmin@colchester.ac.uk

Smart Assessor

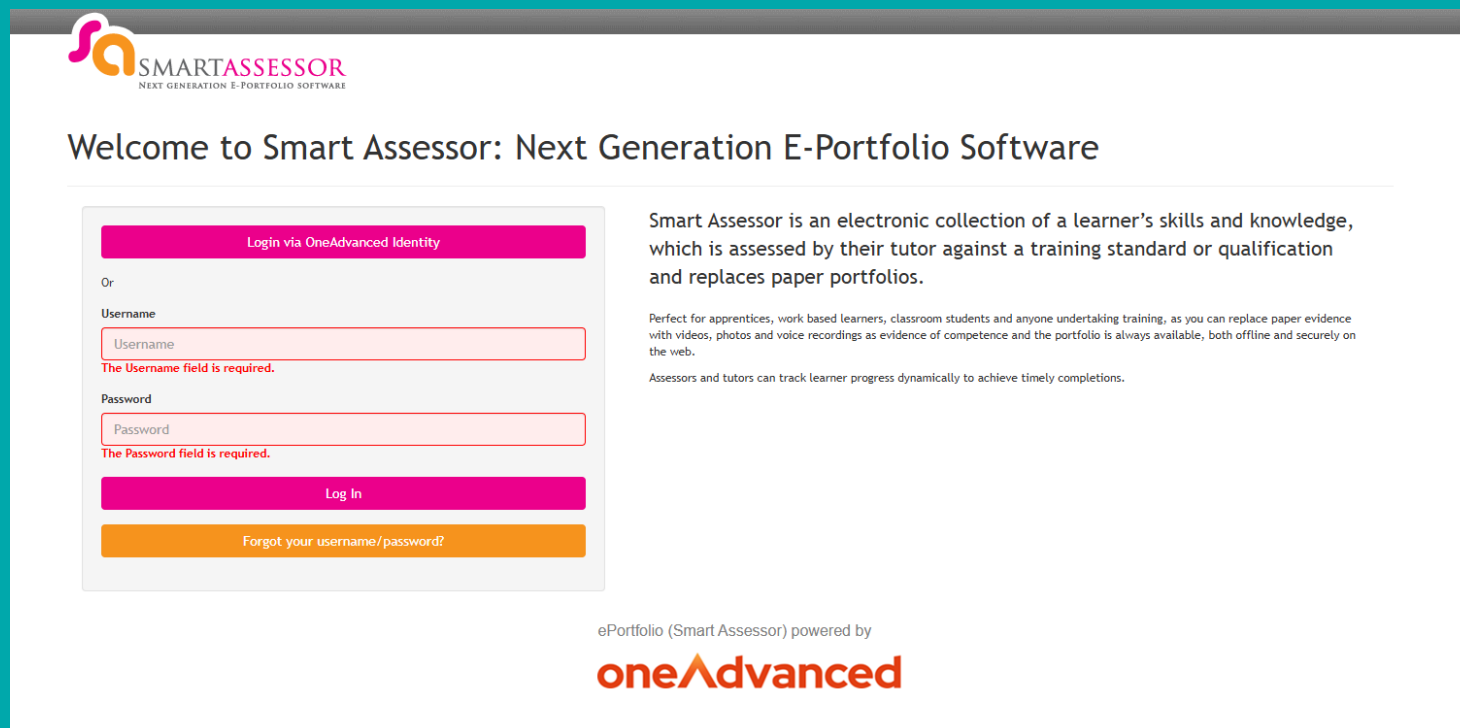
Smart Assessor



- An important way of us communicating with you and your employers and tracking your progress will be through Smart Assessor.
- You will find your Apprenticeship Sign-up paperwork, reviews and off the job learning on this platform.
- Smart Assessor is an electronic collection of your skills and knowledge assessed against a standard or qualification and replaces paper portfolios.
- You can upload videos, photos and voice recordings as evidence of competence. Smart Assessor is always available, both offline and securely on the web.



Accessing Smart Assessor



The image shows the Smart Assessor login page. At the top left is the logo for SMARTASSESSOR, with the tagline 'NEXT GENERATION E-PORTFOLIO SOFTWARE'. Below the logo, the text 'Welcome to Smart Assessor: Next Generation E-Portfolio Software' is displayed. The login form is on the left, featuring a pink button for 'Login via OneAdvanced Identity', followed by 'Or', then fields for 'Username' and 'Password'. Both fields have red error messages: 'The Username field is required.' and 'The Password field is required.' respectively. Below these fields are pink buttons for 'Log In' and 'Forgot your username/password?'. To the right of the form, there is a descriptive paragraph about Smart Assessor and its benefits, followed by the text 'ePortfolio (Smart Assessor) powered by oneAdvanced' with the OneAdvanced logo.

SMARTASSESSOR
NEXT GENERATION E-PORTFOLIO SOFTWARE

Welcome to Smart Assessor: Next Generation E-Portfolio Software

Login via OneAdvanced Identity

Or

Username
Username
The Username field is required.

Password
Password
The Password field is required.

Log In

Forgot your username/password?

Smart Assessor is an electronic collection of a learner's skills and knowledge, which is assessed by their tutor against a training standard or qualification and replaces paper portfolios.

Perfect for apprentices, work based learners, classroom students and anyone undertaking training, as you can replace paper evidence with videos, photos and voice recordings as evidence of competence and the portfolio is always available, both offline and securely on the web.

Assessors and tutors can track learner progress dynamically to achieve timely completions.

ePortfolio (Smart Assessor) powered by
oneAdvanced

*Multi-Factor
Authenticator
will be required*

Please contact your Apprenticeship Development Coach/Assessor if you have difficulty accessing your account.

Learner Dashboard

The screenshot displays the SMARTASSESSOR Learner Dashboard for a user named Joe Bloggs. The interface includes a top navigation bar with the SMARTASSESSOR logo, Colchester Institute logo, and a menu of options like 'Change LARA', 'LTP', 'ELP', 'Add Solution', 'Newcase', 'Profile', 'Resources', 'Tools', '2020 Tools', 'Time Log', 'Support', and 'Logout As Joe'. Below the navigation bar, a 'Welcome, Daily Page (AS)' section shows a calendar for the week of October 19th to 29th, with the current date highlighted as the 24th. A row of colored buttons provides quick access to various modules: 'Overview', 'CNC Level 3 Extended...', 'Sign Up 2021/22', 'General Master v1', 'Critical Thinking v1...', 'Sign Up 2021/22', 'Insider', 'Assessment Assessment', 'Apprenticeship Sign...', 'Planning and Export...', and 'Change of Employer D...'. The main dashboard area is titled 'Welcome Joe Bloggs' and features a profile card with a 'Smart Solution' button, a 'bksb' logo, and a progress bar for 'OTJ Hours' (16.8 Actual / 100.00 Completed). It also includes a 'New Docs to Sign' button, an 'ELP' button, a '14 Overdue Actions & Activities' button, a 'Syle' button, and a 'Wellbeing' button. At the bottom, there are two progress bars: '1%' for 'LARA to Completion' and '99%' for 'Columbia Resolving'.

Uploading Evidence

Joe Bloggs

Learner Plan

Activity View

Show Add Evidence

Evidence Filter

☐ Assigned to Course ☒ All

Dental Nurse 61

Summative Portfolio

Create Group

Show Columns

Group	ID	Evidence Name	SAF	AFB	Date Uploaded	ES	Actions	Knowledge	Skills	Behaviours...	Dec	TLL
	118259	L5 CI Workbook - LP0.docx			16/07/2024 03:27:06 PM			☐	☐	☐	☐	☐
	118257	L5 CI Workbook - LP1.docx			16/07/2024 03:24:37 PM			☐	☐	☐	☐	☐
^		MISC			23/05/2024 08:17:41 PM			☐	☐	☐	☐	☐
^		Building Relationships			23/05/2024 08:21:39 PM			☐	☐	☐	☐	☐



Off the Job Learning (OTJ)

Off The Job is defined as:

Off-the-job training is a statutory requirement for an English apprenticeship. The provider must verify that the off-the-job training delivered to the apprentice meets the following definition:

It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.

It is not on-the-job training, which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship.



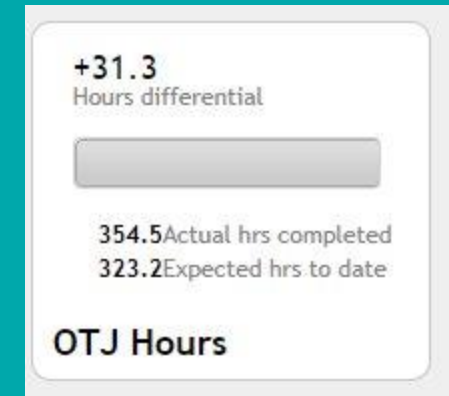
Off the Job Learning (OTJ)

Each apprenticeship standard has their own minimum required off the job hours for the duration of the apprenticeship.

On average apprentices will complete 6 hours per week of new learning, training and development – these hours are to be logged as OTJ on Smart Assessor.

Please refer to your Training/Delivery Plan and Smart Assessor for your expected hours.

We **must** see evidence of active monthly learning – failure to comply with this puts apprenticeship funding at risk.



What can be included as OTJ



Teaching of theory e.g.
Lectures, Research



Attendance at competitions
or events



Industry visits or visiting
other companies



Apprentice support
provided by the employer
or provider e.g. academic
skills



Shadowing or being
mentored



Visiting other departments
in your organisation



Practical/Workplace
Training e.g. manufacturing
training, new equipment or
technology



Online/e-Learning e.g.
webinars



Where to log OTJ Hours

The screenshot shows the 'Joe Bloggs' E-Time Log interface. At the top, it says 'Welcome, Daisy Page (65)' and 'Home / E-Time Log'. Below this, the user's name 'Joe Bloggs' is displayed. The main heading is 'Viewing E-Time Log for All Courses and General Activities'. There are three filters: 'Select an Episode...', 'All Courses and General Activities', and 'All Time Log Entries'. Each filter has a dropdown arrow and a 'Change View' button. Below the filters, there are three boxes for 'This Week', 'This Month', and 'Total'. The 'This Week' box shows '0:00', 'This Month' shows '14:00', and 'Total' shows '16:00'. To the right of these boxes is a section titled 'Off the Job Summary' with a message: 'Please select an Episode or 'Courses not set within an Episode' to see the Off the Job Summary'. Below this is a table titled 'Recent Activity' with columns: 'Activity Title', 'Off the Job Training', 'Time Taken', and 'Date'. The table has three rows of activity data. At the bottom, there are two buttons: 'Switch to Calendar View' and 'Add New Training Entry'. At the very bottom, there is a 'View Records By' dropdown menu set to 'All'.

Activity Title	Off the Job Training	Time Taken	Date
Recent Activity	Off the Job	0:00	11/01/2021
Recent Activity	Off the Job	0:00	04/01/2021
Recent Activity	Off the Job	0:00	11/01/2021

+31.3
Hours differential

354.5 Actual hrs completed
323.2 Expected hrs to date

OTJ Hours

What can you do/see:

- Viewing your e-time log
- Total hours
- Recent activity
- Adding a new time log entry

How to Log OTJ Hours

Add Activity

1. Select Activity Date

DD/MM/YYYY

2. Select Activity Type

Virtual Training Session

3. Select Course

General

4. Select Unit

General

5. Select Assessor

No Assessor

6. Was it on the Job?

Off the job

7. Time Spent on Activity

HH:MM

8. Activity Start Time

HH:MM

9. Activity End Time

HH:MM

10. What impact has this activity had on your learning?

Please type in any impact notes. Max 2000 characters.

11. Evidence Links:

12. Approved

By approving an off the job timelog entry, you are declaring that:

- The training listed above has been undertaken by the apprentice within their normal working hours unless the apprentice has been paid for these additional hours or been given time off in lieu.
- The training is directly relevant to the apprenticeship and provided new knowledge, skills or behaviours required to achieve the apprenticeship.

Warning: Approving this record will lock the content and prevent any user from editing it.

☐ Assessor

Add Activity

Activity Date*

Activity Type*

Select Course*

Select Unit

Select Assessor

On or Off the Job Training*

Time Spent on Activity*

Activity Start Time*

Activity End Time

What impact has this activity had on your learning?*

Evidence links

Add Activity



Transforming Lives

What to record on Smart Assessor?

Describe your off the job activity undertaken and your experience

- I spent 16 hours at college fault finding and soundness testing the following systems : hot water (vented and unvented), cold water (vented and unvented), sanitation, rainwater and central heating (sealed/unvented).

Describe the new skills, knowledge or behaviour you have learnt

- This required me to assess all components in each system and identify issues such as leaks, incorrect pipe sizes and fall ratios.

Explain how you will apply this new learning at work (if you are not able to then where can this learning apply) and what you can now do better compared to before (Critical reflection)

- After doing this I feel like my understanding of these systems has increased therefore also increasing my confidence when it comes to fitting these systems in the future.

Examples of OTJ Comments

Examples of acceptable OJL comments

I learnt about the waste and the emissions produced from catering. I found that it was interesting that 12% of all food waste comes from hospitality. There are a lot of different types of waste consisting of gas, additional carbon emissions, electricity, food, material costs like blue roll, single use plastics, chemical waste, and water. I enjoyed learning about the types of waste and ways that could be used to reduce waste. I enjoyed learning about sustainable practices that can be implemented in the workplace like solar panels and or motion sensor lights. I will now, in my work, do my best to reduce wastage in all facets that I am involved in, i.e. I would turn off the rational and hobs when not using them, reduce the water I use when cleaning, reduce the food wastage, when possible, use less and or reuse plastic waste.

(Commis Chef L2)



Examples of OTJ Comments



Examples of acceptable OJL comments

During my time at college this week I learnt about the health and safety of fire extinguishers. This helped me understand the different uses of different fire extinguishers and where you would need or where to find them while you are on site. Also, I learnt about different gases used within plumbing like oxyacetylene, which is used for brazing and butane is used for soldering. During the practical I was making up a LCS (Low Carbon Steel) pipe work frame.

(Level 3 Diploma in Plumbing and Domestic)

Examples of OTJ Comments



Examples of acceptable OJL comments

Whilst learning about our newly acquired company I decided to read more about the charities they partner with. The business states on their website "Winsight has supported over 20 non-profits and nearly \$3 million". I noticed that a lot of the charities they have partnered with are based around children. This was new learning because it gave me an understanding on their Unity of Purpose and their beliefs on Building a Legacy. I will use this knowledge going forwards as I begin to communicate and influence the leaders of this company so that I can understand and share best practice with them

(L5 HR Consultant/Partner)

Examples of OTJ Comments

Examples of acceptable OJL comments

Answer to 7CO03, LO3, 3.2, Q9. This is an area that I was initially concerned about, but something that I have really learnt the value of and seen the results within my own development. Field (2000), studied the concept of life-long learning, saying that without it, there will be exclusions of large groups of people, which will potentially lead to legitimising inequality. With the significance of continued learning in mind, the CIPD recommend a 7-step guide to approach and measure your CPD, to maximise its impact. I have used this cycle, to assess my career and personal development, from identifying where I've been and where I want to be, to reviewing the impact of my journey and how the actions I've taken in the last 8 years, have developed my skills as a People Professional. One model that I use a lot is Driscoll's model of reflection, which has changed my professional practice. There has been criticism of the simplicity of this model, but it's the simplistic nature which makes it memorable and easy to use, yet no less detailed than needs be. Without reflection, the staff survey would go out every 6-months, results would be collated and analysed, and any necessary changes to the business would be made. However, by using this model, I am able to look at the response rate (50%) and ask why? Why didn't more people respond? How do I tap into the people who didn't respond? By answering these questions, I can broaden the amount of people who answer, getting more valuable data and better insight into the staff. There are also other tools I have used to reflect on my learning which I found useful at the start of this process, to show how CPD should be integrated into my everyday role and life, rather than seen as a tick box exercise of something I have to do.

(Senior People L7)



Examples of OTJ Comments



Why are these not acceptable examples?

- 'College Day/Lessons at UCC. Lectures in Mechanical Principles, Math and Science.'
- 'Health and Safety training day '
- 'iAttended college'
- 'This week I have been carrying on with the task of noting down what KSB's I can meet in the workplace.'
- 'Uni Day - EPA evidence collection started for the professional discussion. Dissertation introduction.'
- 'Microsoft Projects This training session was on how to use Microsoft Projects.'
- 'Electrical/Electronic Appreciation: Continuing with work done on previous day, following tasks within a workbook'
- ' self directed study: working on the reports for both modules'
- 'Worked on assignments, maths.'

- 'completed our assessment and then started on my notes for our lesson one of book keeping.'
- 'Revision for our exam next week '
- 'Completed lesson one and started lesson two'
- 'went on site to deply a mobile label printer in a car and linked it via Bluetooth to different devices'
- 'Doing even more past papers and using the udemy course to practice for my exam'
- 'Did portfolio work'
- 'Test'
- 'Collage'
- 'Weld'





Induction: e-Learning

All apprentices are required to complete mandatory online training these e-learning modules, you will be required to complete five e-learning modules covering:

- Inclusion
- Online Safety
- Information Security
- Safeguarding
- Prevent and Radicalisation

This needs to be completed within the first 6 weeks of your apprenticeship.



Safeguarding, Prevent, British Values, Equity, Diversity & Inclusion, Personal Development and Wellbeing

COUNTER TERRORISM POLICING **ACT** ACTION COUNTERS TERRORISM

IN THE RARE EVENT OF a firearms or weapons attack

RUN HIDE TELL

RUN to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

HIDE It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

TELL the police by calling 999.

Safeguarding

We have a duty of care to protect our students. Types of harm and abuse that might affect you or other students include:

Bullying, harassment or discrimination	Gangs/County lines	Radicalisation
Online safety	Neglect	Risky Behaviour
Peer on Peer Abuse including sexual abuse, sexual harassment or violence	Mental Health concerns	Sexual Abuse including grooming and exploitation
	Physical Abuse	

If you observe something that concerns you, or you are at risk, please phone Safeguarding on 01206 712828 (on back of your ID Badge)



To report an absence please visit the online absence reporting form: absence.colchester.ac.uk

- You must comply with all College expectations and the learner agreement.
- You must carry your identity card at all times whilst on College premises, and you are required to produce this if requested by a member of staff. Failure to do so may result in disciplinary action.
- Admission to College premises may be refused if you do not have a valid identity card.
- If you lose or damage your identity card please obtain a replacement immediately.

To report a concern about bullying, safeguarding or welfare issues call 01206 712828 in confidence.



Personal Development Platform

Resources

You Matter!

Induction: e-learning

Essential online training level 4 – L7

To be
completed by:
31/10/25

The e-learning modules can be accessed through our training platform Moodle.

Your username will be your 'firstname.surname' and the password will be the same as your college account password.

Please ensure that for the webinar, you use your college email to log in.

Inclusion Essentials - [Course: Inclusion Essentials](#)

Online Safety - [Webinar: Online Safety](#)

Introduction to Information Security - [Course: Introduction to Information Security](#)

Safeguarding Essentials - [Course: Safeguarding Essentials](#)

Preventing Radicalisation and Extremism - [Course: Preventing Radicalisation and Extremism](#)

PLEASE NOTE: The word **STAFF** on each course indicates that the course is tailored for those who are employed

Upon completion of each of these online courses you will be provided with a completion certificate.
Each of these certificates need to be saved and then uploaded into your Evidence Library in Smart Assessor

Induction: Questionnaire



To be completed
after full induction
has been completed

All responses to be
completed by 22nd
October

[25/26 Apprenticeship Induction Survey](#)



Any Questions?

