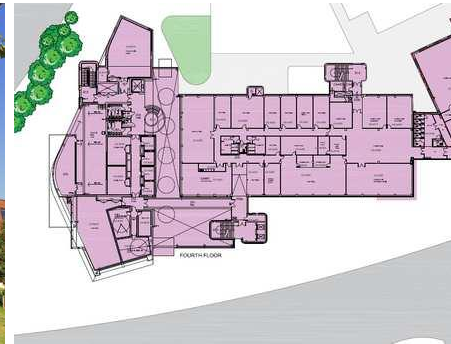


Engineering Degree Apprenticeship Work Based Learning Logbook

**University of
South Wales**
Prifysgol
De Cymru



Logbook – BEng (Hons) Mechanical Engineering	
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Introduction

I am employed as Space Planning Officer within the Estates and Facilities department at the University of South Wales. Under the supervision of the Estates Planning and Projects Manager I am responsible for:

- Undertaking space record updates in AutoCAD
- Ensuring continual oversight for, and analysis of the campus occupancy patterns to support decision making on all moves on key phases of the project
- Coordinating and tracking all occupancy changes (desk swap, office layout changes) and maintaining a precise record
- Generating and managing headcount forecasts with extreme accuracy
- Liaising with internal and external stakeholders to develop scenarios prior to presenting recommendations for approval
- Act as the focal point for space questions in the assigned project: managing and resolving space requests
- Developing sequence plans for major relocations; maintain allocation plans; and assess the workplace conditions
- Developing and documenting processes and procedures related to space planning and move execution
- Maintaining an interface that allows stakeholders to validate vacancies, floorplans, and assignments
- Coordinating planning and execution of minor construction works, internal moves, furniture installations, and relocations with the Estates team
- Providing competent space planning advice in line with University policy
- Responding to queries regarding any space planning matters
- Monitoring orders and delivery schedules
- Organising and inputting data into and monitoring CAFM record databases.

The Space Planning Team is responsible for office moves and relocations to creating estate master plans, as a team we advise on and execute changes to University spatial planning. As the Space Planning Officer I spent a lot of time using AutoCAD to undertake space surveys and accurately draw out surveyed spaces, the remainder of my time is spent supporting the efforts of my team members.

Purpose of Logbook

All Degree apprenticeships align to a framework; the framework defines the learning and skills outcomes that graduates of an Engineering Degree Apprenticeship for Wales must be able to demonstrate. The framework is designed to produce graduates with defined technical engineering skills and knowledge developed in an engineering environment.

All Engineering Degree apprenticeships at University of South Wales are part of the “Engineering and Advanced Manufacturing Degree Apprenticeship (Wales)” framework. The full Degree Apprenticeship Framework can be viewed and downloaded at <https://acwcerts.co.uk/web/framework/engineering-and-advanced-manufacturing-degree-apprenticeship>

The framework is organised in two parts:

- **Professional Learning and Skills Outcomes**
- **Engineering Technical Specialisms**

The **Engineering Technical specialism** outcomes have been covered through the learning and assessment throughout my course: ***BEng (Hons) Mechanical Engineering***.

The Professional Skill Outcomes are generic across all the Degree Apprenticeship programmes regardless of course and focus on generic practical and professional skills. Some skills have been obtained through my academic course for example my final year dissertation, which was a significant work-based project enabling me to demonstrate many of the project planning and project management outcomes. Other outcomes can only be demonstrated through practical work experience and the ability to apply skills and knowledge within the workplace.

The purpose of this logbook is to evidence the skills and knowledge I have obtained in the workplace

1. Engineering Business and Management

1.1 Business Organisations Structure & Functions

1.1a ENGBUS	Have demonstrated an understanding of organisational structures relevant for engineering business
	<p>The purpose of an organisational structure is to create a system that outlines how certain activities are directed in order to achieve the goals of the organisation. These activities can include rules, roles and responsibilities.</p> <p>An organisational structure also determines how information flows between levels and departments within an organisation. There are several types of organisational structures, the most common are:</p> <ul style="list-style-type: none"> • <i>Hierarchical Organizational Structure</i> • <i>Matrix Organizational Structure</i> • <i>Functional Organizational Structure</i> • <i>Product Organizational Structure</i> • <i>Customer Organizational Structure</i> • <i>Geographic Organizational Structure</i> <p>The University of South Wales adopts a traditional Hierarchical Organisational Structure which relies on a chain of command as the prime method of organising employees and their responsibilities. USW also adopts elements of a Functional Organisational Structure, where employees are grouped based on their specific skills and knowledge.</p> <p>Example</p> <p>I report directly to the Estates Planning and Projects Manager who reports directly to the Director of Estates and Facilities. Directors report to University Executive who oversee multiple departments. An advantage of this structure is employees are grouped by skill set and function, allowing them to focus their collective energies on executing their roles as a department. One of the challenges this structure presents is a lack of inter-departmental communication, with most issues and discussions taking place at the managerial level among individual departments.</p>

1.1b ENGBUS	Understand basic business functions and their role in supporting successful business
<p>The Estates & Facilities Department at the University of South Wales group comprises a multi-site estate of approx 200,000m². The University itself annually spends approximately £10m on the revenue upkeep of the Estate which includes utilities, cleaning, security, parking, management charges and its minor works programme which includes maintenance schemes, space management, sustainability and projects. In addition the University has a current capital development programme of circa £24m. The Estates and Facilities department drives both the day to day and long term maintenance/operational requirements of the University in conjunction with managing large complex capital projects to meet the needs of the overall University Strategy and Capital Programme and the Estates Strategy.</p> <p>The Estates and Facilities department comprises:</p> <p>Building and Maintenance</p> <p>The Buildings and Maintenance team aims to provide a safe, functional and comfortable environment for all campus users. Providing a construction and maintenance service in accordance with building regulations and approved Estates policies and procedures to ensure the upkeep of all University buildings and external grounds.</p> <p>Space Planning and Projects</p> <p>The Space and Projects team assists the Director of Estates and Facilities in managing the allocation, use and development of space across the University. The team work with faculties and departments to provide spaces that support a wide range of needs across the University, creating the best learning environment they can for USW students. The Projects team are involved in formulating the space brief for capital building projects and in the design and delivery of smaller summer projects in association with the Capital Projects team.</p> <p>The Space Team are responsible for ensuring that spaces across the University are being utilised the best way they can. They also hold a wide range of data on the buildings and spaces that make up the USW Estate. This includes building plans, GIA data and space allocation.</p> <p>Campus Developments</p> <p>The University of South Wales regularly undertakes multi-million pound investment programmes to ensure students get the best possible learning experience. Since 2006, this exciting series of developments have been radically changing the shape of our student and staff facilities, across the University.</p> <p>Property Services</p> <p>Security and Parking; Travel; Waste and Recycling; Postal Services; Cleaning; Student Safety</p>	

Campus Catering Services

Catering Services is a department within Estates and Facilities, primarily responsible for providing catering and hospitality for students and staff. Working closely with the USW Conference Centre catering for many conferences and events.

USW Sport

The University of South Wales has a strong sporting background, an excellent reputation for sport degrees, and impressive facilities for our students to study and train in. We have some of the best facilities in the UK, offering clubs, courses and qualifications. The USW Sport Park is our purpose-built site, designed to train and develop our students to their highest potential. Our largest campus hosts the Treforest Sport Centre, with facilities and programmes that cater for top-class elite performers and students who want to want to keep fit and healthy. The labs at Pontypridd Campus, Glyntaff provide a strong, scientific background to learning, and complement the specialist equipment available in the Sport Park.

Accommodation

Where you live is just as important as what you learn. Whether you want to live on campus at USW Pontypridd (Treforest) or in the city (Cardiff or Newport), USW will help you feel right at home.

Sustainability

Sustainability is one of the most important and urgent issues facing society today. The University recognises that it has an important part to play in reducing its carbon emissions as an environmentally responsible institution. USW encourages all staff and students to adopt sustainable ways of working and living through better use of resources, participating in recycling initiatives, being energy aware, helping promote biodiversity, and making low carbon travel choices.

1.1c ENGBUS	Understand own employers' structure and the role of its senior leadership team
<p>The Space and Projects team assists the Director of Estates and Facilities in managing the allocation, use and development of space across the University. The team work with faculties and departments to provide spaces that support a wide range of needs across the University, creating the best learning environment they can for USW students.</p> <p>The Projects team are involved in formulating the space brief for capital building projects and in the design and delivery of smaller summer projects in association with the Capital Projects team. The Space Team are responsible for ensuring that spaces across the University are being utilised the best way they can. They also hold a wide range of data on the buildings and spaces that make up the USW Estate. This includes building plans, GIA data and space allocation.</p> <p>The allocation of space in University buildings is managed by the Space Planning team and authorised by Directorate and the Space Management Group. Any requirements to adapt or reallocate space must first be discussed with the Space Planning team who will advise whether the requirement is viable and assist with planning. Faculties and departments are encouraged to look ahead in excess of twelve months if space is to be identified and made available. Appropriate allowances need to be made for the cost and time involved in making the required adaptations. If faculties or departments have space which is surplus to its needs, the Space Planning team should be notified in order that the process of reallocation may begin. Estates regularly meet with faculties and departments to determine space needs and priorities. Faculty or department space needs should first be discussed with Heads of Administration or Heads of Department. Requests for additional space should fit with the academic/departmental objectives expressed in strategic plans. Space Planning will then try to suggest solutions to space needs.</p> <p>Where faculty or departmental space requirements lead to the commissioning of a new building, or the refurbishment or adaptation of an existing University building, the Estates & Facilities Department will work with faculties and departments to establish accommodation requirements. The Space Planning team assists in the development of the Project Brief and schedule of accommodation, providing early guidance on design feasibility and the space options available. The team is available to provide advice to faculties and departments on layouts for existing offices and teaching rooms, to ensure that all space is used effectively to meet the needs of the University.</p>	

1.2 Professional Business Behaviours, Ethics & Courtesies

1.2a ENGBUS	Have demonstrated that they have understood and mastered basic business behaviour, ethics and courtesies?												
<p>Employees and Students at USW are expected to observe University policies and procedures, to respect persons and property and to show courtesy and consideration at all times. The University consists of a diverse body of people with different perspectives, values and attitudes. USW staff seek to promote an inclusive environment where such differences are shared and explored; where any unfair treatment or discrimination is challenged and eliminated. In addition to promoting equality of opportunity and inclusivity in all our activities, we will also promote the principles of diversity throughout the University. Diversity adds other dimensions to the equality agenda, by making sure that the different needs of individuals or groups are valued and celebrated. Under the public sector duties of the Equality Act 2010 the University has a duty to publish a Strategic Equality Plan which sets out our equality objectives. In terms of our legal obligations, The Equality Act 2010 protects people with certain characteristics, as follows:</p> <p><i>Age; Disability; Gender reassignment; Marriage/Civil partnership; Pregnancy and maternity; Race; Religion and belief; Sex; Sexual orientation</i></p> <p>Equality, Diversity and Inclusion is at the core of what USW does. Focused on inclusion enterprise and growth, a trusted partner, equipping students with skills for success, a knowledge creator through research and innovation, making a difference now and in the future proudly anchored in South Wales with a global reach.</p> <p>Example</p> <p>There are many business behaviours, ethics and courtesies, these include but are not exclusive to Integrity, Professionalism, Accountability, Discipline, Teamwork.</p> <table border="1" data-bbox="206 967 1832 1302"> <thead> <tr> <th data-bbox="206 967 851 1003">USW Business Behaviours, Ethics and courtesies</th><th data-bbox="851 967 1832 1003">How I demonstrate these in my day to day duties</th></tr> </thead> <tbody> <tr> <td data-bbox="206 1003 851 1078">Integrity</td><td data-bbox="851 1003 1832 1078">Providing honest feedback; Owning up to mistakes; Demonstrating respectfulness</td></tr> <tr> <td data-bbox="206 1078 851 1117">Professionalism</td><td data-bbox="851 1078 1832 1117">Producing quality work; Being organised and consistent</td></tr> <tr> <td data-bbox="206 1117 851 1192">Discipline</td><td data-bbox="851 1117 1832 1192">Demonstrating good time management; Strong attendance record and punctual to work and meetings; Observing and meeting deadlines</td></tr> <tr> <td data-bbox="206 1192 851 1230">Sense of Responsibility</td><td data-bbox="851 1192 1832 1230">Abiding by company rules; Being accountable for my own actions</td></tr> <tr> <td data-bbox="206 1230 851 1302">Sense of Teamwork</td><td data-bbox="851 1230 1832 1302">Being a consistent and co-operative member of my team</td></tr> </tbody> </table>		USW Business Behaviours, Ethics and courtesies	How I demonstrate these in my day to day duties	Integrity	Providing honest feedback; Owning up to mistakes; Demonstrating respectfulness	Professionalism	Producing quality work; Being organised and consistent	Discipline	Demonstrating good time management; Strong attendance record and punctual to work and meetings; Observing and meeting deadlines	Sense of Responsibility	Abiding by company rules; Being accountable for my own actions	Sense of Teamwork	Being a consistent and co-operative member of my team
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1.2d ENGBUS	Apply basic management considerations: prioritisation, task versus responsibility management, managing up and across the organisation, people considerations
	<p>Knowing how to prioritise work affects the success of a project. All projects—especially large, complex projects—need clear priorities. One of the biggest challenges for project managers is accurately prioritising the work that matters on a daily basis. To help manage my workload and hit deadlines, these are the steps I follow when prioritising tasks:</p> <p>Example</p> <ul style="list-style-type: none"> • Take some time at the beginning of each day to work out what needs to be done. I start by making a to-do list which includes all pending projects, tasks, and assignments for the week. • I am realistic with what I’m hoping to achieve that week taking into account meetings and appointments, making sure my responsibilities are consolidated into small, reachable goals. • Next I organise my tasks writing a due date next to each project, taking into account the schedules of colleagues that may be a factor in these tasks. Emails can be a distraction, I sort my inbox into separate folders according to individual projects, it can also help to colour code tasks them according to the project or assignment it’s in reference to making it easier to focus on one thing at once, <i>and</i> making it easier to search for information. • To reduce the impact on my workload, I have implemented some time-saving techniques for repetitive duties – creating template responses for repeat queries and a more streamlined process for data entry. I also prioritise these tasks at the start of the day/week to ensure I have the time to focus my energy on more difficult and time-consuming projects. • I always try to remember that a to-do-list is never going to be a finished document. Sometimes tasks step further up the list in terms of urgency, or crucial requests for work are assigned to me and I have accepted that unexpected changes often necessitate alterations to my to-do list and to my timetable. The key to staying on track is knowing what tasks need my full attention, constantly assessing the urgency and importance of current and new assignments can help me to understand which ones should come first.
1.2e ENGBUS	Understand the importance of conforming to the organisational values and operating in a flexible and adaptable way to meet employer changing needs?
	<p><i>“The University of South Wales is a great place to work and through espousing our core values we aim to enhance the experience for our people - staff and students - to ensure that all may excel and be successful in their studies and work”</i></p> <p>Core Values at USW are:</p>

Professional

Be accountable for the delivery of our personal and team objectives
 Act with Integrity to ensure people can trust and rely on us
 Take responsibility individually and collectively for contributing to our strategic goals
 Value and respect every individual for their contribution to our University

Creative

Nurture curiosity and innovation so that ideas can flourish
 Embrace new ideas
 Actively look to collaborate not compete with others in our University
 Take risks and challenge current ways of working to make a positive impact

Inspiring

Be passionate about celebrating success
 Be dynamic, stimulating and motivating
 Create opportunities that widen our own and our students horizons
 Transform lives

Responsive

Be flexible and agile, embracing change
 Be approachable, seeking feedback to continually develop
 Challenge blockers and blocking behaviours
 Identify and communicate best practice and ideas

USW Estates and Facilities aim to create and maintain a sustainable learning environment on-campus and on-line that supports students and staff to practice active learning through simulation and technology and is also inclusive and accessible to a diverse student and stakeholder body. As students increasingly move towards studying “any time, any place, anywhere”, they will expect us to utilise technology to support and enhance their learning experience. Demanding a change in teaching methods as we embrace the future that places technology at the heart of learning. Our learning, mobile and communication systems will need to keep pace with emerging technologies in order to remain responsive to the learning needs of our students and accordingly meet their expectations.

Our approach to both new build and the refurbishment of buildings needs to support the development of flexible general teaching spaces alongside planning more clinics and areas that facilitate the use of simulation technology for teaching and learning.

Example

Our laboratories play a significant part in facilitating active learning and need to be equipped to develop the skills required by employers. Our aim is to provide an experience that puts the student at the heart of all we do.

Strategy

Provide flexible, innovative and high-quality learning spaces to meet the needs of the curriculum and anticipate and accommodate the impact on space generated by the range of delivery methods

Target

Estate | Income per student at University Alliance median (2011-12 = USW 1.18% below median)

Strategy

Provide an estate that can encourage creativity and innovation and reflect those ambitions in the design and configuration of facilities

Target

Estate | Condition and fitness for purpose (Cat A and B) at University Alliance median (2011-12 = USW 6.17% above median)

1.3 Business Strategy

ENGBUS 1.4b	Appreciate the importance of integrating management and business practices with the engineering firm's strategic objectives, including vision and strategy formulation.
<p>A well-written strategic plan can play a pivotal role in business growth and success, it can determine how best to respond to opportunities and challenges. Building a strong foundation through employee understanding and engagement is fundamental to successful implementation of a strategic plan. The USW Strategic Plan helps provide me with a sense of direction and purpose in achieving my goals. Celebrating small personal and larger team successes in meeting objectives helps us as a team measure whether our team plan aligns with the overall goals of USW, this ensures I am - and as a team we are invested in projects and tasks – which in turn enables motivation and high levels of productivity.</p> <p>Example</p> <p>Understanding how my work impacts the overall success of the Estates and Facilities department at USW helps me when making decisions and undertaking tasks that align with the organizational goals of USW.</p>	

1.4 Managing Business

ENGBUS 1.5c	Appreciate HR practices and the importance of making the best use of people
<p>Human Resources Policies and Procedures are important as they provide structure, control, consistency and fairness. They also ensure compliance with employment legislation and inform employees of their responsibilities and the Company's expectations.</p> <p>HR policies and procedures ensure every employee of the organisation is looked after their needs respected and proper benefits are given to them for their work. They help address complaints, problem, and grievances of employees and solve them appropriately. They protect employees from inappropriate behaviours, help train and develop employees who are consistent with the needs of the organization.</p> <p>Policies and procedures provide the right tools, guides, and resources on how to manage employee and employment matters in an organisation. It allows supervisors and managers to train, guide and manage new or existing employees. Consistent application of HR policies and procedures helps prevent dissatisfactions amongst employees, as sudden changes in schedules, benefits or roles and responsibilities can create a healthy working environment.</p>	

1.7 Global Engineering Strategy

ENGBUS 1.7c	Understand the importance of the global economy and the evolving structure of industries and firms
<p>Higher education is a large, complex, and changing industry. The higher education industry consists of public colleges and universities, private non-profit schools, and a small but very rapidly growing number of private for-profit educational firms. Higher education is one of the key drivers of growth performance, prosperity, and competitiveness in national and global economies. Universities and other institutions not only deliver tertiary education and ongoing skills training, but also provide a bustling research environment that produces innovations with valuable commercial applications.</p> <p>Creating a Quality Workforce</p>	

The modern workplace is in a constant state of evolution. Even within the last decade, job roles and the skills required to succeed in them have changed enormously, with technological advancements being a key factor.

Driving Innovation

A key role of higher education institutions is to drive innovation, with the aim of finding solutions to global challenges in areas that matter to society, such as healthcare, environmental protection, resource security, international development, and population trends.

Increasing Employability

In a highly-competitive job market, in which qualifications might not be enough to secure work. As the economy moves further toward competency-based recruitment, with its focus on skills and experience over pure academics, graduates and established professionals must be armed with the tools they need to find and succeed at work.

Upskilling Existing Workforces

As digitization changes the landscape for working professionals, higher education can provide them with the opportunity to enhance their existing knowledge and learn new skills. For employers, this has a positive impact on productivity, output, and staff morale. It also helps companies to drive efficiency and thus profitability.

Knowledge Based Economies

A knowledge-based economy is characterized by dependence on a highly-skilled, well-educated, and technically-minded workforce. It makes use of advancements in technology alongside intellectual capital to move away from material consumption and aim toward an economy built on knowledge and data.

Example

The higher education sector is pivotal in delivering training to people at all stages of their careers, from students and recent graduates to senior managers. Accreditation at every level gives assurance to employers and allows employees to have concrete evidence of their career development. This, in turn, reduces staff turnover and improves job satisfaction leading to higher morale in the workplace.

Higher education institutions are critically important in increasing employability. Universities should be proactive in arranging opportunities for current students to develop industrial expertise through work experience and internships

The higher education sector is a natural partner to the knowledge-based economy. As the source of advanced learning and new information from research, universities help train the workforce of tomorrow while supporting the innovations of today.

3. Personal & Interpersonal Skills

3.2 Personal Attributes

ENGP 3.2b	Can identify the preferences, motivations, strengths and limitations of other people and apply these insights to work more effectively with and to motivate others
	<p>With the best expertise in the world without motivation it is unlikely employees will achieve their true potential. Motivation helps provide a positive outlook, motivated people enjoy their jobs and perform well. There are two main types of motivation – extrinsic and intrinsic.</p> <p>Extrinsic motivation Using external factors to encourage your employees to do what you want. Pay increases, annual leave and even the threat of job loss.</p> <p>Intrinsic motivation Personal desires to overcome a challenge, to produce high-quality work, or to interact with employees you like and trust. Intrinsically motivated people get a great deal of satisfaction and enjoyment from what they do.</p> <p>Employees will likely have different motivators, as such it's important to get to know your employees motivators and to find a good mixture of extrinsic and intrinsic motivators, so that they can be motivated successfully.</p> <p>A team is made up of individuals with their own unique circumstances, backgrounds and experiences. Consequently, each person may be driven by different motivating factors. There are a number of tools and strategies that can be used to tailor your approach to motivation.</p> <ul style="list-style-type: none"> • Sirota's Three-Factor Theory argues that there are three crucial factors that motivate Equity/Fairness, Achievement and Camaraderie. You can help to ensure that your team members remain motivated and positive by incorporating each of these factors into their work. • McClelland's Human Motivation Theory is subtly different. McClelland believed that we all have three different drivers, the need for Achievement, Affiliation and Power, with one of them being dominant. If you structure your motivators and leadership style around a team member's dominant driver, your efforts should produce good results. • Maslow's Hierarchy of Needs identifies five needs that we all have, from the most basic to the most complex. These are physiological/bodily, safety, love/belonging, self-esteem, and self-actualization (the sense of doing what you were born to do). Maslow's Hierarchy is usually presented in a pyramid – you place the basic needs at the bottom, because you need to meet these before you can address any of the more complex ones. According to this approach, you can motivate your team by addressing all of the levels.

- **Amabile and Kramer's Progress Theory** highlights how progressing and achieving small "wins" can be motivating. It suggests six things you can provide – **clear goals and objectives, autonomy, resources, time, support, and the ability to learn from failure** – that give people the best chance of making recognizable and meaningful progress at work.
- You can also use **Expectancy Theory** to create a strong, motivating work environment where high performance is standard. It clarifies the relationship between **effort** and **outcome**, and you can use it to tailor motivational rewards to individuals' preferences.
- According to the **Pygmalion Effect** your expectations can affect your team members' performance. For example, when you doubt that someone will succeed, you can make her feel undervalued and you undermine her confidence. The Pygmalion Effect is useful because it reinforces the idea that you can encourage people to perform better at work by having and communicating high expectations of them.

ENGP3.2c

Can understand the outputs from and apply insights by using personal profiling tools such as Myers Briggs Type Indicator or Kirton Adaption/Innovation Indicator

Behavioural profiling is a great way of assessing and identifying a person's behavioural 'default' settings. If applied correctly, it can hugely improve people's self-awareness in the workplace, it can identify the subconscious behaviours that make up our 'preferences'. These are the ones that we often retreat to when we are under pressure. There are a number of different types of profiling, and personality indicators. Some focus overtly on a person's preferences or defaults; others focus more on a person's internal drivers and passions. Behavioural profiling outputs can be used in a number of ways such as:

Behavioural Development

As an integral part of our unique approach to behavioural training, an essential starting point is self-awareness and self-acknowledgement. Behavioural profiling is a key part of helping people become better influencers by learning to 'style flex' in certain situations.

Recruitment

To assist businesses with internal and external recruitment. It is not about right and wrong, good or bad. It is about how 'appropriate' the person is for the job in question based on their behavioural preferences and 'defaults'.

Team working

To help businesses improve the effectiveness of teamwork both within and across teams. High performing teams are in part high performing because of the cross section of behavioural preferences within the team and the understanding between individuals. Helping people to work better together by understanding their own and others' behavioural preferences is very powerful.

Myers-Briggs theory is an adaptation of the theory of psychological types produced by Carl Gustav Jung. It is based on 16 personality types, which Jung viewed as stereotypes. They act as useful reference points to understand your unique personality. At the heart of Myers Briggs theory are four preferences:

- People and things (Extraversion or "E"), or ideas and information (Introversion or "I")
- Facts and reality (Sensing or "S"), or possibilities and potential (Intuition or "N")
- Logic and truth (Thinking or "T"), or values and relationships (Feeling or "F")
- A lifestyle that is well-structured (Judgment or "J"), or one that goes with the flow (Perception or "P")
-

In Myers Briggs theory, for each pair you prefer one style more than the other. Jung also allowed a middle group where you like an equal balance of the two. You combine the letters associated with your preferences to get your Myers Briggs personality type. For example, having preferences for E, S, T and J gives a personality type of ESTJ.

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Based on the answers to the questions on the inventory, people are identified as having one of 16 personality types. The goal of the MBTI is to allow respondents to further explore and understand their own personalities including their likes, dislikes, strengths, weaknesses, possible career preferences, and compatibility with other people.

Example

I took the Myers Briggs test and my results are highlighted yellow above:

ENFJ – The Teacher - Idealist organizers, driven to implement their vision of what is best for humanity. They often act as catalysts for human growth because of their ability to see potential in other people and their charisma in leading others.

ESFJ – The Provider - Conscientious helpers, sensitive to the needs of others and energetically dedicated to their responsibilities. ESFJs like a sense of harmony and cooperation around them and are eager to please and provide.

ESTJ – The Supervisor - Hardworking traditionalist, eager to take charge in organising projects and people. Orderly, rule-abiding and conscientious. Like to get things done and tend to go about projects in a systematic methodical way.

When working in group situations in school or at work, for example, I recognise my own strengths and the strengths of others.

When working towards completing a project with other members of a group, I realise that certain members of the group are skilled and talented at performing particular actions. In recognizing these differences as a group we can better assign tasks and work together on achieving team goals.

3.3 Professional Attributes

ENGP 3.3d	Gather information from people using a variety of techniques including interviewing.
<p>Thorough information gathering provides the foundation for effective project execution. The methods I use to gather information from colleagues and other stakeholders include:</p> <ul style="list-style-type: none"> • Consistent weekly internal meetings with my project team, sharing current project status with the team and keeping the team aware of the short-term changes in schedules and project budget, but also to receive up-to-date progress information on individual assignments of each team member. • Formal status meetings with external stakeholders to provide necessary information as well as receive useful project information from the “customer”. At the end of such meetings, a project information document is usually produced to record disseminate and gather data as well as to update the status report and review all the changes accepted for verification. • Special Discussions, sometimes keeping records on projects is insufficient for effective project management. Special discussions in the form of interviewing and face-to-face meetings allow making your project more sustainable. Special discussions within the information management process can help me build effective communications between project participants. 	
ENGP 3.3e	Have gained an understanding of performance evaluation tools and can demonstrate competence in designing and applying performance evaluation tools (including 360-degree feedback)
<p>In addition to project feedback on a daily/weekly basis from my line manager, USW has a DPR policy which allows me to see exactly how my work contributes to the success of the University in linking it to the University Strategy.</p> <p>To best prepare for my 12 month DPR review I:</p> <ul style="list-style-type: none"> • Make a note of my key achievements and challenges • Focus on how my continuous professional development and informal learning has supported my work • Think about how I have demonstrated the USW core values alongside achieving my objectives • Consider my future development aspirations and main priorities for the next year are, and what the associated challenges may be. • <p>An example of the USW DPR form can be found in Appendix 1</p>	

5. Health and Safety in Engineering

5.1 Health and Safety in an Engineering Operation

ENGHAS 5.1b	Describe the key areas covered and necessary actions set out in your organisation's health and safety policies and procedures
	<p>The University recognises that health and safety, as with any other corporate responsibility, has to be managed successfully at all levels within the institution and strives for the prevention of injury and ill health in the workplace. The University is committed to being a responsible employer by providing a working environment that stimulates learning and nurtures improvement in health and safety performance, that safeguards the health and safety of staff, students, apprentices and others by systematically identifying potential risk and implementing appropriate controls that protects the surrounding environment and makes a positive contribution to the communities that we operate within. Statutory requirements and the general duty of care form the basis for the University's commitment to health and safety. Through the process of planning, review and development the University undertakes its aim of successful health and safety management.</p>
	<p>The University fully recognises that good communication is vital to a successful management system and all are encouraged to comment and make representation regarding the policy and procedures through existing communication links with their Dean, Executive Director, Director, Senior Health and Safety Adviser, Departmental Health and Safety Co-ordinator or Trade Union Safety Representative.</p> <p>The University has a legal and moral duty to ensure, as far as is reasonably practicable, that it has a safe and healthy working environment and it is the responsibility of the Vice Chancellor, accountable to the Board of Governors, to ensure that this policy is fully implemented, regularly reviewed and communicated within the University. The review, implementation and communication will be co-ordinated by the Senior Health and Safety Adviser and the Health and Safety Committee.</p>
	<p>This policy is an integral part of the University's health and safety management system and is supported by a strategic health and safety plan, objectives and performance measures.</p>
	<p>The policy and plan will be formally reviewed on an annual basis.</p>

5.2 Health and Safety Risk Assessment

ENGHAS 5.2b	Explain your organisation's procedures for assessing the risks associated with engineering systems
	<p>Continuous risk assessment is a core element of USW's overall management strategy.</p> <p>All activities must follow the University procedure in order to meet our legal requirements and assist personnel who are required to carry out risk assessments to generate a safe system of work for all operational activities carried out by University personnel, either on University premises, clients' sites or elsewhere and eliminate or reduce exposure to risk so far as is reasonably practicable.</p> <p>Risk assessments identify:</p> <ul style="list-style-type: none">• the risks to health and safety of any person arising out of, or in connection with, work or the conduct of their undertaking• the potential impacts on the environments in which we conduct our activities• the risks to the services we deliver and the impacts on our reputation <p>Preparation of a written assessment of risk after "walking the job" should identify how the risks arise and how they impact on those affected. This information is needed to make decisions on how to manage those risks so that the decisions are made in an informed, rational and structured manner, and the action taken is proportionate.</p> <p>An example of the USW Risk Assessment form can be found in Appendix 2</p>

Training Record

Summary of training undertaken within the workplace during apprenticeship period, including mandatory training:

Date(s)	Name of Training	Brief Description of Training	Mentor Signature
Jan 2011	Staff Induction	6 part in class programme to be completed within first 3 months of employment	SLThomas
Jan 2011	IT training	Introductory USW IT training – 2 days	SLThomas
Dec 2017	GDPR Training	General Data Protection Regulation – 12 part online programme to be completed every 2 years	SLThomas
March 2011	Health and Safety Training	Online H&S Training – 6 part programme to be completed online every 2 years	SLThomas
March 2013	Health and Safety Training	Online H&S Training – 6 part programme to be completed online every 2 years	SLThomas
March 2015	Health and Safety Training	Online H&S Training – 6 part programme to be completed online every 2 years	SLThomas
March 2017	Health and Safety Training	Online H&S Training – 6 part programme to be completed online every 2 years	SLThomas
March 2019	Health and Safety Training	Online H&S Training – 6 part programme to be completed online every 2 years	SLThomas
Dec 2019	GDPR Training - Refresher	General Data Protection Regulation – 12 part online programme to be completed every 2 years	SLThomas

Employer Sign Off

Apprentice Name:	Vicki Davies
Company Name:	University of South Wales
Company representative name:	Steve Thomas
Company Representative Job Title:	Estates Planning and Projects Manager

As the company representative for the above-named Apprentice I confirm the information within this logbook is a true reflection of the apprentices work completed throughout this degree apprenticeship programme.

Company representatives Signature: SLThomas

Date Signed: 28/7/2020

Appendix 1

Worked Example Objective – Professional Support Staff

PART 1	Personal Objective Setting <i>(To be completed between June to September)</i>
Section A:	<i>Use this section to record all personal objectives agreed during your DPR discussion. Additional objectives should be entered as necessary. Identify how each objective links to the relevant strategic goal. List objectives in terms of priority.</i>

Objective 1 Start Date: End Date: 1 Oct 2016 to 31 April 2017	Objective Title/Descriptor To review XXX processes ensuring timescales are streamlined and decision making is quicker	Linked University/Faculty Department Strategic Goal: Critical Performance Indicators/ Departmental Plan / People Plan / Faculty Plan / Student Experience Plan / Academic Blueprint/ Academic Plan
Tasks/Actions Start/End Dates October – November 2016 December 2016 February 2017 – March 2017	<i>Insert all relevant tasks to achieve the associated objective</i> <ol style="list-style-type: none"> To determine the current process for dealing with XXX process including timescales. Ask for feedback from both end users and those involved in the process via focus group or survey. Collate and evaluate results, identifying potential areas for improvement. Produce and present findings to SMT with proposed areas for change and a draft action plan for implementation. 	<i>Comment on how success will be measured</i> Process map will be produced detailing the full process including timescales. Responses from survey are received and focus groups with relevant parties have taken place. Findings and proposals are presented in a report to SMT with an action plan for implementation as a result of findings.

Appendix 2



AssessNET Risk Assessment

For use with www.assessnet.co.uk

General Assessment Details

Assessor _____

Assessment Date	/ /	Company	
Assessment Time	:	Location	
Internal Reference		Department	
Assessment Title			
Description Of Work Area And / Or Process Activity			

Note: Try to describe as much as possible about usage, surrounding environment, weather etc.

Persons Affected

Cleaners		Contractors		Employees	
Engineers		Lone Workers		Machine Operators	
Maintenance Staff		Members of the Public		Office Staff	
Outdoor Workers		Patient		Pregnant Women	

Production		Pupil / Student		Staff	
Staff with Disabilities		Resident / Tenant		Trainees / Young Person's	
Visitors		Volunteers		Warehouse Operators	
Other					

Note: Please enter the number of people affected for each type.

Use the table below as reference for when adding hazards on the next page

Hazard Categories

1	Access/Egress	2	Adverse Weather	3	Animal	4	Biological	5	Collapse of Structure
6	Compressed Air	7	Confined Spaces	8	Drowning / Asphyxiation	9	DSE / VDU Usage	10	Electricity
11	Energy Release	12	Environmental	13	Ergonomics	14	Excavation	15	Explosion
16	Fall of Object from Height	17	Fall of Person from Height	18	Fire Safety	19	Food Hygiene	20	Gas
21	Hazardous Substances	22	House Keeping	23	Human Factors	24	Lifting Equipment	25	Lighting
26	Machinery	27	Manual Handling	28	Noise	29	Pressure	30	Radiation
31	Sharp Objects	32	Slip / Trip / Fall	33	Storage	34	Stress	35	Temperature Extremes
36	Vehicles	37	Ventilation	38	Vibration	39	Violence to Staff	40	Work Equipment

41	Lone Working	42	Other (specify)
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Assessment Review Details

Assigned Reviewer		Assigned Review Date	/ /
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Hazard No.		Score			Score if implemented	
Description and/or cause of Hazard identified	Measures currently in place to prevent risk of injury	Current Likelihood of harm	Current severity of harm	Required measures to lower the current risk of injury	Proposed Likelihood of harm	Proposed severity of harm
		Rare	Minor		Rare	Minor
		Unlikely	Moderate		Unlikely	Moderate
		Possible	Significant		Possible	Significant
		Likely	Serious		Likely	Serious
		Almost Certain	Major		Almost Certain	Major
		Actioned To:				
		Due Date for completion:				

Hazard No.		Score	Score if implemented
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Description and/or cause of Hazard identified	Measures currently in place to prevent risk of injury	Current Likelihood of harm	Current severity of harm	Required measures to lower the current risk of injury	Proposed Likelihood of harm	Proposed severity of harm
		Rare	Minor		Rare	Minor
		Unlikely	Moderate		Unlikely	Moderate
		Possible	Significant		Possible	Significant
		Likely	Serious		Likely	Serious
		Almost Certain	Major		Almost Certain	Major
		Actioned To:				
		Due Date for completion:				