



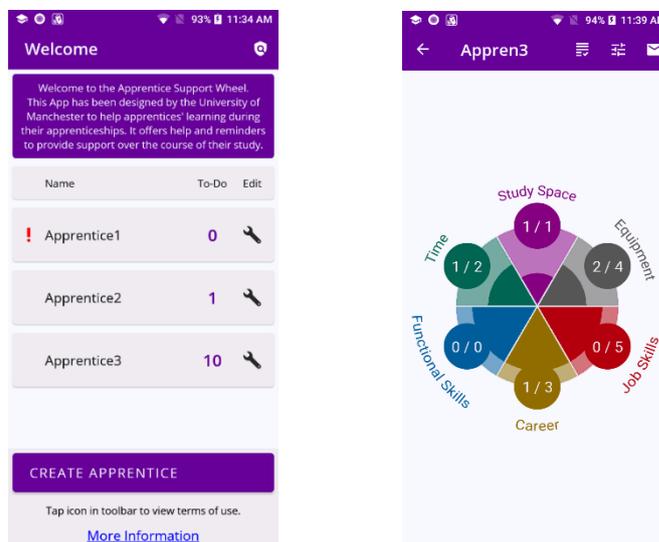
The Apprentice Support Wheel app

A user guide for apprenticeship mentors

Welcome to the Apprentice Support Wheel (ASW) app.

The app is designed to help workplace mentors keep in touch with catering and hospitality apprentices through their apprenticeship study. The app also helps to pinpoint the most important and relevant mentoring support you can provide.

This guide is designed to help you when you download and use the app for the first time. You may also want to refer back to it from time to time, as you check on how your apprentices are doing over their apprenticeship programme. All details are correct at time of publication (July 2020).



The app was developed from a Work and Equalities Institute (WEI) research project led by Dr Gail Hebson and supported by Lord Alliance funding at the Alliance Manchester Business School, University of Manchester. Part of the research explored how a new apprenticeship programme was introduced in a university catering team. It was clear that good communication between an apprentice, their line manager and their mentor was essential to make the learning successful. However, it was also hard to sustain this communication when those three people were not located in the same place and not necessarily in frequent daily contact.

You can find out more about the WEI research project and its findings on the web page:

<https://www.wei.manchester.ac.uk/research/projects/creating-good-jobs-in-the-catering-sector/>.

The web page also contains:

- a 'checklist' toolkit for line managers of hospitality and catering apprentices based in higher education settings, and
- some example case studies of some of the benefits and challenges of taking on a catering and hospitality apprenticeship

Please note: images used in this guide are illustrative and may vary from device to device.

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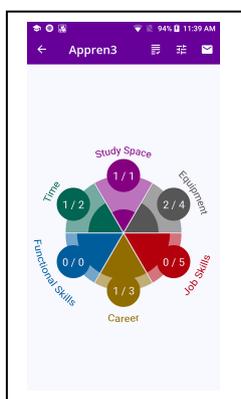
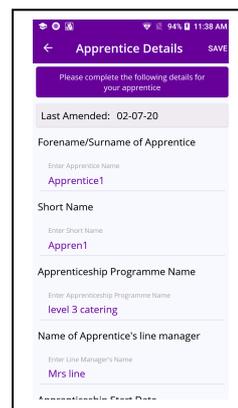
1. About the app

The Apprentice Support Wheel (ASW) app offers structured support for mentors connected to catering and hospitality apprenticeship programmes. It prompts you to keep in touch regularly with apprentices through their apprenticeship study. It also helps to pinpoint the most important and relevant mentoring support you can provide.

There are a number of different components to the app, which we describe on this page. You can find more detailed information in the individual Sections of the guide that follow.

The app stores some BASIC INFORMATION about your apprentices: their name, the apprentice programme they are studying, when the apprenticeship started and when it is expected to finish, and the name of the relevant line manager.

Please note: the app does not store phone numbers or email addresses within it. This is for data privacy reasons. However, it means that you will have to store this contact information separately in a different way.



The main function of the app is accessed via a six-segment SUPPORT WHEEL.

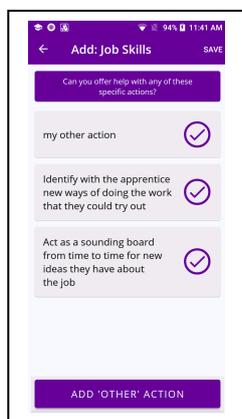
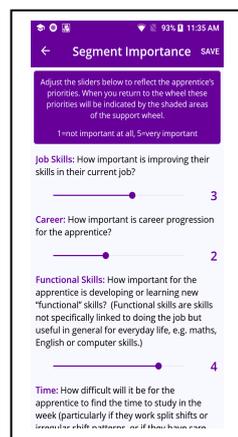
The Wheel provides a visual reminder of the relative importance for a particular apprentice of six 'segments'. These represent common themes – areas of concern, challenge or opportunities - that arise in apprenticeship learning. Showing the relative importance of these helps you as the mentor to decide where you can best target your support.

The Wheel provides a visual display of the range and number of actions that you agree to take on your apprentice's behalf in relation to these six themes.

The app facilitates a Support Wheel to be set up for one or more apprentices. The set up is done in two stages.

The first stage is to complete a SEGMENT IMPORTANCE screen. Working through the questions on this screen prompts you to have an early conversation with your new apprentice, to work out what is most important or most challenging for them and to identify any obstacles or barriers that may arise as well as possible solutions and personal opportunities for them.

Secondly, the set-up involves identifying ACTIONS that you will take on your apprentice's behalf to support them with the issues they identify.



The app offers some ideas for actions that you might take, but you can also customise and add your own actions as you wish.

The app shows a summary of the actions agreed and completed for each Segment of the Support Wheel. It also compiles a full list of outstanding Agreed Support Actions that you can send to your apprentice and use as a reminder for yourself.

Over time the app will send ALERT NOTIFICATIONS to remind you to check on your apprentice's progress as well as on the actions you were going to take to support them. The app allows you to keep track of actions that are still outstanding. It also allows you to adjust and amend the list of actions as you respond to your apprentice's changing needs.

2. Getting started: downloading the app

The app can be downloaded onto Android or Apple iPhone smartphones from the Google Play store or Apple App store.

Search for University of Manchester ASW or Apprentice Support Wheel app.

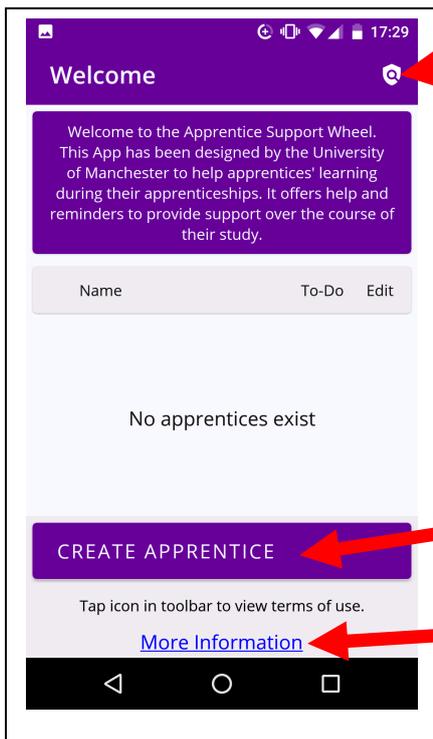
3. Opening and navigating around the app

The app opens when you tap the ASW app icon on your phone. NB – it may take a few seconds to open. Be patient!

In general, you can navigate around the app by tapping on different sections of the screen. On some parts of the app you can return to a previous screen by tapping the back arrow in the top left of the screen. Other screens have a BACK icon.

On first opening the app, you will see the Dashboard screen. This is the gateway to the rest of the app.

3.1. Dashboard



The first time you open the app, you should read and accept the Terms of Use (top right hand side of the screen) via the icon in the toolbar on the Dashboard screen. These set out the formal terms and conditions of use. Some key points to note, in simple terms, are that the app is a free resource to support apprenticeship mentoring processes, and the University of Manchester does not collect nor store personal data about you or your apprentices. However, names are stored in the app.

Currently there are no apprentices listed in the app.

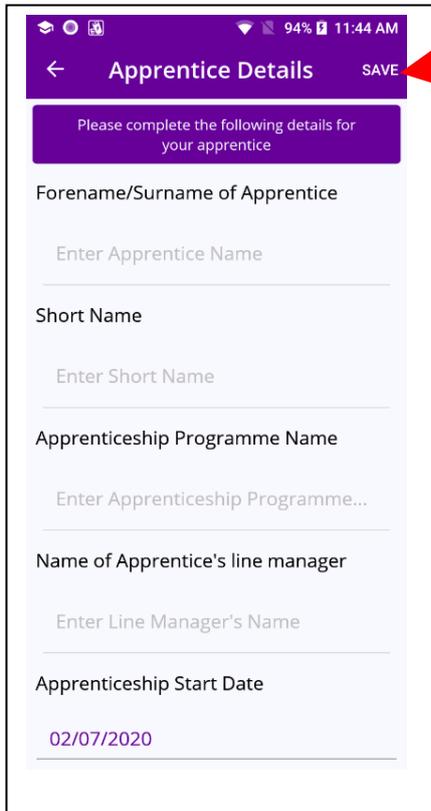
Start by setting up the details for a new apprentice by tapping on this icon. This is the initial step in creating a new Support Wheel for an apprentice.

The Dashboard screen provides a link to more information about the research project that inspired this app, to other support resources provided by the WEI at the University of Manchester, and to other resources on apprenticeships more generally. You may find this interesting and useful as part of your mentoring development.

4. SETTING UP AN APPRENTICE FOR THE FIRST TIME

4.1. Apprentice details

Once you have chosen the option to Create Apprentice from the Dashboard screen, the app opens a new screen: Apprentice Details.



Tap on the boxes to add text or to change text that you have already added. The text you enter will not be saved automatically: you will need to save any additions here.

There is space for the apprentice's name (forename and surname), and another separate box for short name.

It is the short name that will show up on later screens, so use a name that will help remind you which apprentice this Wheel is for.

The Apprenticeship programme name is to remind you, for instance, whether the apprenticeship is a Level 2 Hospitality Team Member or Level 3 Hospitality Supervisor. This may be important where many different apprenticeship options are available.

It is useful to record the Line manager name particularly in bigger organisations where there are lots of different managers and supervisors, and where it is not easy to remember who sits in which team. As a mentor, you are likely to need contact with line managers.

The apprenticeship start and end date helps you remember the timeline for the learning. You can check it to see if you think the apprentice might be falling behind with their study.

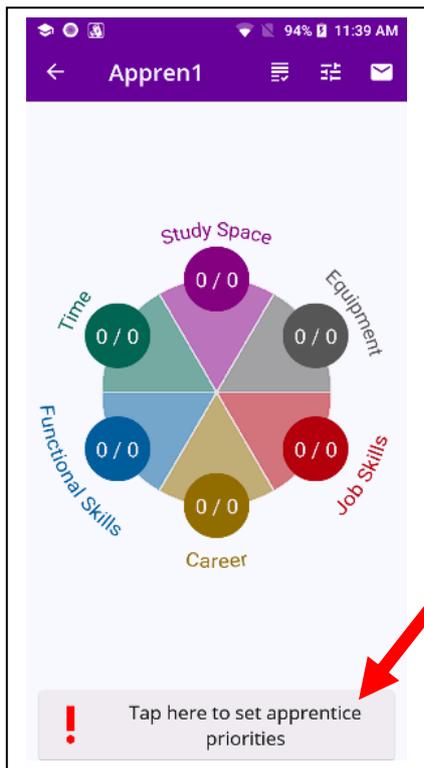
Remember to save any additions or changes before you leave the screen by tapping the SAVE icon in the top right corner.

Once you save the text, the app takes you very briefly back to the Dashboard and you should see your new apprentice name in the list.

The app then automatically takes you through to a new Support Wheel for you to start setting up.

4.2. Setting up a Support Wheel

When you have set up and saved a new apprentice's details, the app takes you from the Dashboard to an empty Support Wheel that is ready to be filled in and customised for that apprentice.



The Wheel has six standard segments: Time, Study Space, Equipment, Functional Skills, Career and Job Skills.

These are shown on the Wheel as different colours.

The six segments represent common themes, concerning either possible challenges or opportunities, that arose for the apprentices in the University of Manchester research study. (We will come back to each of these segments in Section 4.3 in more detail.)

Each segment has a small circle with 0/0 by it. This indicates that currently there are not yet any actions entered by you in relation to this theme. (These are actions that you will identify shortly that you will take to support your apprentice over the course of their learning.)

The first stage of setting up the Wheel for your new apprentice is to establish the relative importance of these various segments for them and establish the apprentice's own individual priorities. Doing this will start altering how the colours appear in the Wheel.

4.3. Establishing an apprentice's personal priorities: Segment Importance

When you tap on the 'apprentice priorities' box, the app takes you to a screen that helps you to establish what the apprentice wants to achieve by doing the apprenticeship. This section of the app is designed to be completed by you in conversation with the apprentice. You may also want to take advice from line managers and others in the organisation.



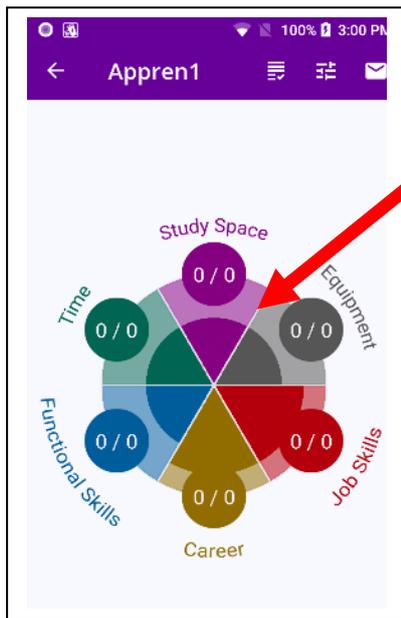
The screen has a set of six questions. Each question relates to a different segment (theme) of the wheel: Job Skills, Career, etc. We have included some explanation of each of the questions in the pages that follow: see sections 4.3.1-6.

The bar starts at a default of 0. You will need to answer and move the bar from 0 for all six segments before the screen allows you to save.

Answer the questions by moving the bar between 1-5. The position establishes the relative value of that theme, and provides background to whether you might provide useful support here or not:

- 1 – definitely no, not at all important, not necessary to focus on, or not applicable
- 2 – a little
- 3 – quite a lot, fairly important
- 4 – a lot
- 5 – yes, extremely important, most necessary to focus on

Sliding the bar to a higher number indicates the apprentice could do with more help in this area.



Answering the questions and working through the Segment Importance screen does two things.

Firstly, it affects the colours that you will see in the segments of the Support Wheel once you save the screen and return to the Wheel.

Secondly, and perhaps most importantly, the conversation that you have with the apprentice to confirm the answers helps you to get to know them better. This is an opportunity to discuss their hopes, motivations, any concerns and possible obstacles that they think might stop them from completing an apprenticeship.

The next sections 4.3.1-6 provide a bit more background to each of the Segment Importance questions to help you interpret and use the questions to full effect in your conversations.¹

Slide the bar to 5 for t

4.3.1. Job Skills

How important for the apprentice is improving their skills in their current job?

The point of the question is to see whether the apprentice wants to use the apprenticeship learning to improve in the job they are doing at the moment. For example, this might be important if they are new to the job, if they do not feel very qualified yet to do it, or if they are struggling with some aspects of it. There might be technical aspects, such as using particular bits of machinery, or social aspects, such as people management, that they would like to improve.

You might want to prompt the apprentice to think about the importance of Job Skills by asking if there are particular tasks in their current job which they would like to get better at or become more confident with.

4.3.2. Career

How important is career progression for the apprentice?

The point of the question is to understand what the apprentice wants from work in the future, and whether the apprenticeship could help them achieve this. The Career segment is about how much the apprentice wants to progress past the current job they are doing into other specific areas of work, or higher up into management levels. (They might want to open their own business and become their own boss in the future, for example. On the other hand, they might be very satisfied with the job they are doing at the moment and have little interest in change.)

While often it has been younger members of staff that talk about career progression, people are increasingly staying in employment until later in their lives. So don't assume anyone over a certain age will be ready for retirement soon! In fact, doing the apprenticeship might make people rethink what they want from a job. It might change their ideas about a future career.

¹ The link to the Work and Equalities Institute web page from the app Dashboard offers further resources too if you want to take advantage of these to expand your conversations and your understanding of the potential offered by an apprenticeship.

It is also worth remembering that some people become very good at a job that they have done for a long time, but may not have the formal qualifications that allow them to progress further. An apprenticeship is a formal qualification that recognises a certain level of skill, so completing it may provide a boost to CVs and future job applications.

You might prompt discussion about the importance of Career by asking about future employment goals; and if gaining a formal qualification from the apprenticeship is important, to put on their CV or to prove their skills to future employers.

4.3.3. Functional Skills

How important for the apprentice is developing or learning new "functional" skills?

Functional skills are skills which are not specifically linked to doing any job but useful in general for everyday life, such as maths, English or computer skills.

This question is here in order to work out whether an apprentice feels they are missing some of these skills in their life. This may be because they did not sit exams or get any formal qualifications at school, for instance. It might also be because they left school some years ago and so feel 'rusty' at using their skills. In addition, as we all know, information technology (IT) keeps changing, as hardware like laptops and smartphones develop, and as new software like apps are offered. People may want to update their IT skills or start to feel more confident about using them.

Apprenticeship programmes can help to help develop these skills. In many cases, there is extra support given by training providers for apprentices who do not have school qualifications like GCSEs to prove their English or maths levels. It may be that your apprentice has already been signed up to receive this extra help, particularly as part of a Level 2 apprenticeship. If this is the case, most of the support will come from the trainers. However, as a mentor, it is worth you knowing.

To prompt discussion about the importance of Functional Skills, you might ask how confident they feel in general in their reading, writing, maths and computer use. If they do not feel confident, you might want to ask if this bothers them or not, and whether they want to take this opportunity to develop these skills.

4.3.4. Time

How difficult will it be for the apprentice to find the time to study in the week (particularly if they work split shifts or irregular shift patterns, or if they have care duties outside of work)?

This question is basically encouraging the apprentice to think about the amount of time that they feel able to put aside for their learning, and whether they think it will be easy or difficult to find enough time.

It is often difficult for people who work split shifts morning and evening, or different shift patterns over different weeks or months, to find a regular time to do their learning at work. This may be because of the pressures of the job and because managers may not have organised proper time off the job. Staff in catering and hospitality are often really busy during their work time, and the teams they work in may not have enough cover for them to take time off during a shift. However, it is worth remembering that apprenticeships are supposed to be workplace learning: that is, the learning is meant to take place during work hours.

There is an additional aspect to this question. An apprentice might start out eager to do the apprenticeship but then find it more difficult to keep going as time goes by. Apprenticeship programmes last for a minimum of one year. In that time, people might lose motivation or their personal circumstances might change and make it more difficult to fit in the apprenticeship learning. It is especially difficult for people with care responsibilities for young children or older relatives to find regular time over a long period, because unexpected events - such as a child falling ill - might demand the apprentice's attention instead.

You could prompt the apprentice to think more about whether Time is a possible barrier to their apprenticeship by asking about when they last did any studying. If it was in the last few years, how did they organise their time to complete it? Did they find any challenges in this? If they haven't studied for a while, how often do they find a quiet moment during their current work hours when they could do some reading? How often do they find they are called away unexpectedly to deal with care duties outside of work?

It is important to be realistic about the likely time available at this stage so that good support strategies can be put in place for people.

4.3.5. Study space

How difficult will it be for the apprentice to find a good place to study (e.g. to concentrate on reading the study materials, complete the tasks on a computer)?

The purpose of the question is to find out if the apprentice can find a good environment to study in. The usual workplaces of catering and hospitality workers, for instance, may be noisy, full of other people and distractions. At least some of the apprenticeship learning will require a different set of conditions than the ones commonly found in catering and hospitality work. They will require a site where the apprentice can sit in peace to concentrate, think, read and write.

Different job roles might have access to different environments and spaces – a supervisor might have an office that they can use to study in; a kitchen porter might have a back room area. Think about whether the areas available offer suitable space or not. For instance, does the area have a table and chair where someone can sit comfortably?

There may also be different times during a day or week when there is a good space available, for instance before or after a busy period of service, or on days when it is usually quieter, when a dining hall might offer a quiet corner to work in.

You might want to prompt discussion about whether Space is a possible barrier to learning by asking about the conditions (noise, availability of a clean surface and chair, storage options for any books or written work) where they usually work, and when and how these change.

4.3.6. Equipment

Does the apprentice have access to all the IT and other equipment (e.g. chef tools, printers, computer audio speakers) they need to complete the apprenticeship, and do they know how to use it?

For this question, it is most useful to slide the bar to 5 if the apprentice needs help and support, and to 1 if they already have access to everything they need and know how to use it.

This question is asking whether the apprentice can get access to, and knows how to use, all the equipment that they will need for the apprenticeship. This equipment will probably include: a computer, either a PC or a laptop that can play audio-sound and videos, and maybe a printer if they want to print things out to read or to show to other people. They will probably need an email address. Some of the learning may be online, so they will need log-in details (username and password) and where to find the online training. They might need common software packages such as MS Word, or hard copy books or training sheets. For some apprenticeships, equipment will include specialist items such as kitchen tools for chefs.

Of course it is one thing to have the equipment but it is very different to know how to use it confidently. People who have not used much IT recently might need to be shown quite a few times over the first few weeks how to access an IT system, to make sure they are really getting to grips with it and feeling confident about it.

No-one is expecting you to be an IT expert but it will be useful for you as a mentor to know if there are any difficulties that you could alert their line managers or the training providers about: they should be able to sort these out for the apprentice as long as they know about them.

You might ask the apprentice to outline the Equipment that they think they will need and see if you can think of anything together that might be missing. You could also ask whether they would like you to sit with them the first time they use any IT equipment, in case they have any questions (and also so that you can check they are OK).

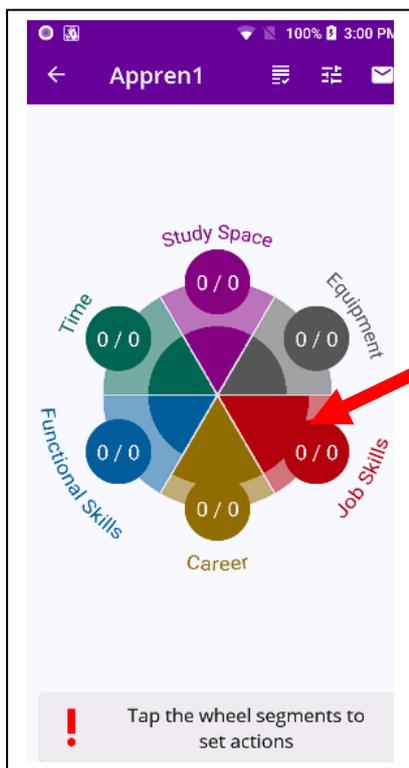


A reminder: once you have worked through all the questions, you will need to save the answers in the app by tapping the SAVE icon in the top right hand corner.

4.4. Completing the first stage of the Support Wheel set-up (and dealing with unique issues that arise)

There may be other relevant issues to address that arise when you talk together in conversation about these questions.

Unfortunately at the moment the app cannot add extra segments to show additional themes. If you find other issues for action that don't fit within the six here, the best work-around is probably to add actions and comments within an existing segment of your choice (we will come back to this in section 4.5.)



Once you have completed the Segment Importance screen and saved the data, the app brings you back to the Support Wheel, now with the segment colours filled in. The colours radiate out from the centre of the Wheel.

This gives you a quick visual summary and reminder of what the individual priorities are for your apprentice (i.e. where the segment colour is showing most strongly).

In the example here, the segments Career and Job Skills are showing as most important or relevant. However, it looks like the apprentice has said that all the segments have at least some importance.

The segment priorities are useful for thinking about where your mentoring may be most useful. Of course, the organisation you work for will probably have ideas on what they want the apprentice to achieve. However, this shows you priorities from the apprentice's perspective and helps to highlight issues that may be a barrier to their completion.

You will probably have limited time for mentoring: which segments look most important to focus on as a priority?

The Wheel is now partially completed, with the first stage of the set-up done.

The next stage is to discuss and add actions into the app that you are signing up to deliver on behalf of the apprentice in response to their individual requirements and priorities.

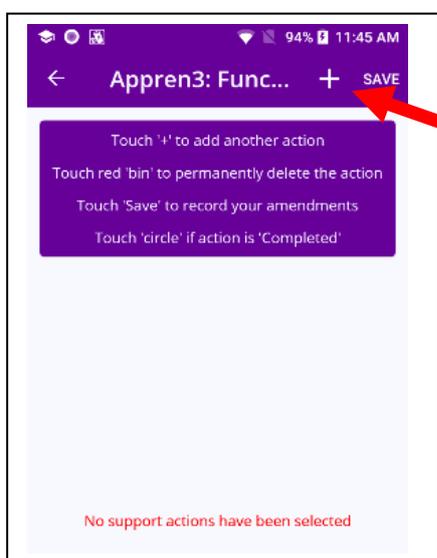
4.5. Agreeing your mentoring support: adding Actions to the Support Wheel

You can add actions into the Support Wheel by tapping on any of the segments. This takes you to a separate screen for each one (see the example below). You may want to start with whichever seems most important to tackle

Each of the segment screens offers some possible actions that you as a mentor could take to help the apprentice in regard to that theme. However these are just a guide. (While you could of course tick all of the actions listed on each screen, this is probably not very practical! Most mentors have other calls on their time and have pressurised jobs of their own.)

Think about what is going to make most difference to this particular apprentice and what is going to be possible for you to do. Some actions will take longer than others, and there may be actions where you feel you are not the right person to help and other people may be better placed. It is useful to agree actions in discussion with the apprentice, their line manager and with the apprenticeship training provider.

The example here shows the screen that opens when you tap on the Functional Skills segment of the Support Wheel.



Currently the actions list is empty.

To add an action, tap the + icon.

When the + icon is tapped, it reveals a set of possible actions that you could consider taking.

Tapping on one of the circles adds that action to the list of actions you are agreeing to take. The action will show up later in an Agreed Support Actions list.

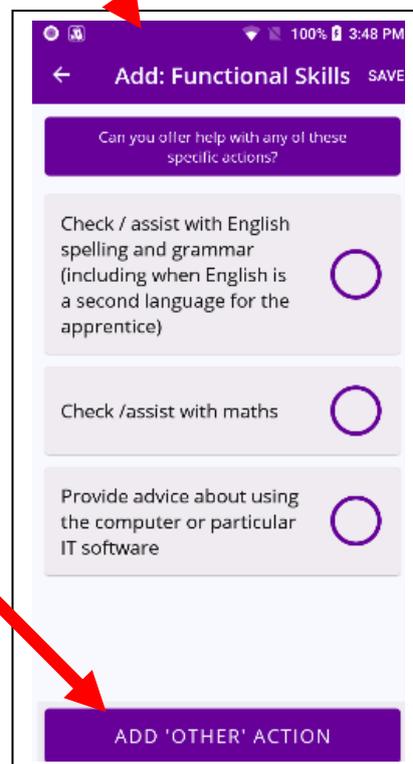
Remember: you will need to SAVE the actions that you add by tapping on the icon in the top right hand corner.

You do not have to choose any of these actions if they are not relevant.

The screen allows you to include customised actions of your own. There may be actions that are more relevant than those shown in the standard list.

You can add customised actions by tapping Add Other Action.

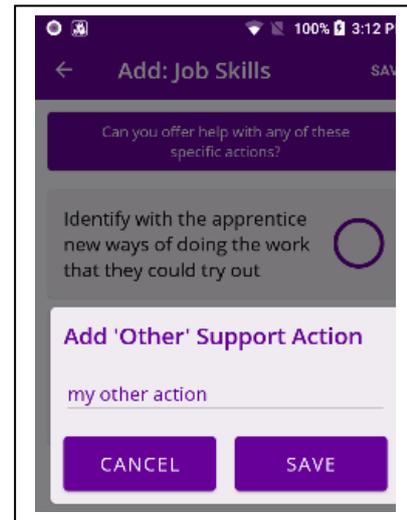
This is a good option for recording any extra issues that may arise in your conversations that do not fit comfortably within the six segments. You can add extra actions in this way in any of the segments, and they will appear on your final list of actions.



When you tap the screen to Add Other Action, the screen offers some limited space to include free text. Saving this action adds it to the list for that segment. You can also cancel and return to the standard list of actions.

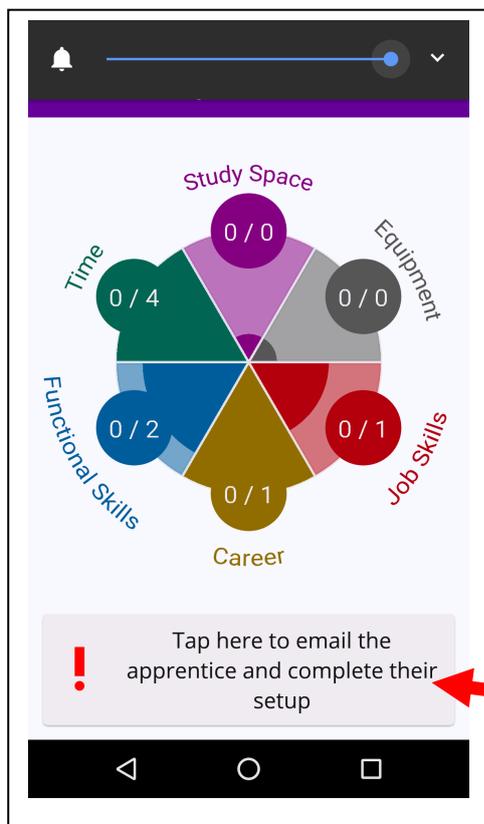
You will need to SAVE to add the 'other' action to the list.

You will need to SAVE again before you leave the Segment Actions screen in order to save the list, which should now include your own added action plus any others from the standard list that you have chosen.



4.6. Completing the second stage of the Support Wheel

Once you start to add and save actions in the individual segments, you will see some changes to how the Wheel looks.



Here is an example screen shot of an apprentice's completed Wheel. It shows the relative values and importance of each segment. It also shows the number of actions that the mentor has identified that they will take for each segment. The actions show up as numbers in the small circles.

At the moment, this Wheel shows that actions have been identified for four of the six segments (what seem to be the most relevant ones, judging by the colours radiating out from the centre, with Study Space and Equipment being least important).

The Wheel shows the mentor has identified one action they will take in relation to the Career theme (0/1). They have added two actions for Functional Skills (0/2), four for Time (0/4), and one for Job Skills (0/1).

The final part of the set-up is to share a list of the agreed actions with your apprentice by tapping the section at the bottom. (See next section.) This notice only appears once when you set up a new apprentice Support Wheel.

4.7. Emailing the list of actions to yourself and your apprentice

When you tap on the box at the bottom of the Support Wheel screen (figure above, section 4.5) a new screen will open.

Agreed Support

Please complete the following details for your apprentice. Touch 'arrow' icon to send the email.

Appren1

Mentor name:
Enter Mentor Name
Mentor Person

Mentor email:
Enter Mentor's Email
mentor@gmail.com

Apprentice email:
Enter Apprentice's Email
Apprentice@gmail.com

AGREED ACTIONS LIST

The first time you fill in this screen you will need to add your own mentor name and email. On subsequent occasions you will not need to add these again.

You will always need to add the email of the person you are sending to, since this information is not stored in the app (for data protection reasons).

Once you have added all the information, to send the email and move over to the email function of your phone, tap the arrow in the top right hand corner.

Nb – there will need to be at least one action identified in the Support Wheel before an email will send. If there are no support actions identified, you will see an error message asking you to review this.

If you want to check the list of actions before sending, you can access the full list by tapping the bottom of the screen here.

This will bring up a new screen that shows all the outstanding actions across the Wheel's six segments. Tap the BACK icon to return to the email set-up screen.

Apprentice2

Agreed Support Actions 02-07-20

Outstanding Support Actions

Equipment: Identify with the apprentice the essential equipment needed to complete the course

Job Skills: Act as a sounding board from time to time for new ideas they

The app does not have an email function held within it.

The app therefore needs to link to some email app, such as Gmail, on your phone in order to send the full list of agreed support actions.

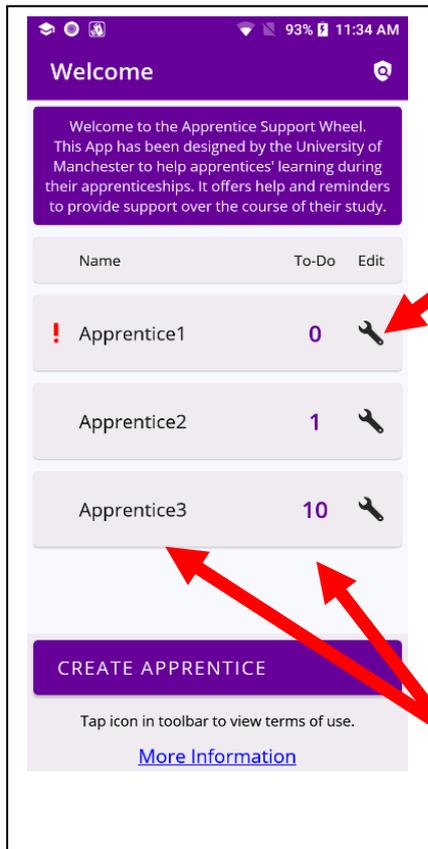
Once you have emailed the list of agreed support actions, the app takes you back to the Support Wheel for your apprentice.

The Support Wheel is now fully set up to help you with the mentoring process over the course of the apprenticeship period.

5. REVIEWING & AMENDING APPRENTICE DETAILS & ACTIONS

Once you have set up an apprentice and completed the Support Wheel for them, the app's Dashboard will show their name and, under a To-Do column, the number of outstanding actions that you have agreed to take.

You can continue to add as many apprentices as you like. The list will appear in alphabetical order. The Support Wheel data for each apprentice will be stored separately so that you can return and remind yourself of their priorities and your support actions whenever you want.



Over time the Dashboard will highlight with a ! icon any apprentice who you have not checked on in the last two weeks.

5.1. Reviewing, updating & deleting apprentice details

You can edit apprentice details by tapping on the Edit spanner icon on the Dashboard screen. (This brings up the same screen as in section 4.1.)

From the Edit screen, you can also delete apprentice details.

Be warned: when you tap the Delete button, you will be asked if you are sure you want to delete the apprentice. If you tap Yes, all their details will be detailed and there will be no way to retrieve them later. Their name will disappear from the Dashboard list.

5.2. Accessing the completed Support Wheel

Tapping either on the name of the apprentice or on the To-Do list brings up the Support Wheel screen for that person. From the Support Wheel screen you can access the actions you have agreed to take that have been recorded in the app (see section

5.3)

5.3. Reviewing & amending the Support Wheel

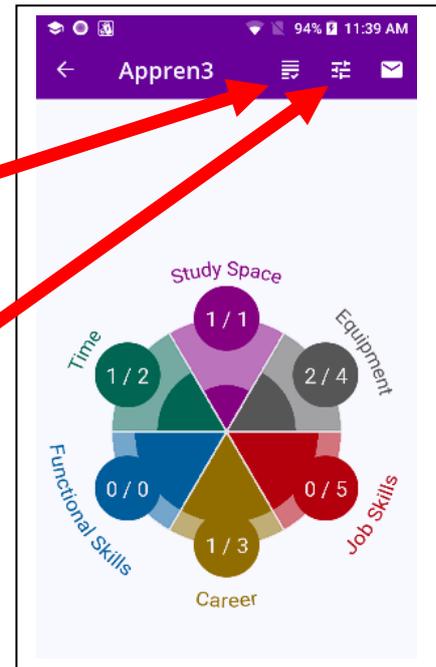
Tapping on the name or To-Do list for an apprentice from the Dashboard screen opens up the Support Wheel screen again, as shown here.

The first icon in the tool bar takes you to the full list of Agreed Support Actions for a comprehensive overview of the actions that are still pending for you to take.

The second icon enables you to access the Segment Importance Screen and reset the relative values of the Wheel segment themes. You may want to do this as you continue to talk to the apprentice about their progress and priorities over time.

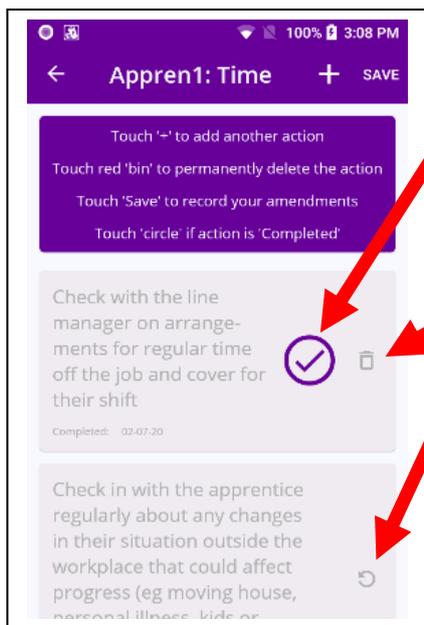
From this screen, you can also update, delete or tick off any outstanding mentoring actions as complete by tapping the relevant segment of the Support Wheel (see section 5.4).

As you continue using the app and completing the actions, you will see the numbers in the circles change (e.g. from 0/3 to 1/3).



5.4. Updating the Actions list, recording Actions as complete, & deleting Actions from the list

When you tap on any of the Wheel segments, the list of Actions that you previously created will appear. From this screen, you can tick off the actions completed; you can also delete actions from the list, and add new actions.



You can add more actions by tapping the + icon in the tool bar and following the same method you used when setting up the Wheel (see 4.4).

To record an action in the list as complete, tap the circle. A tick will appear.

Tapping the circle again will delete the tick and reinstate the action as still pending.

If you want to permanently delete an action, for instance if you have realised it is no longer relevant, tap the bin icon.

If you delete an action by mistake, you can retrieve it by tapping the UNDO icon that appears.

Remember that you will need to save any changes by tapping SAVE in the top right hand corner. Otherwise you will lose any updates and amendments when you leave this screen.

Once you have saved the screen, actions that have been deleted will no longer show on your full list of Agreed Support Actions; actions that have been marked as complete will show at the bottom of the list as Completed. Completed actions will also show up in the altered numbers on the Support Wheel (e.g. changing from 0/3 to 1/3).

You can add the same actions again if you need to by tapping the + icon again.

5.5. Alert notifications

The app has a standard setting that sends out alerts once every two weeks to encourage you to make contact regularly with the apprentice(s) you are mentoring. By tapping on the alert, you access the Dashboard screen (see section 3.1 to remind yourself about the Dashboard).

6. FREQUENTLY ASKED QUESTIONS: HOW TO...

Below you will find some of the common questions about using the app.

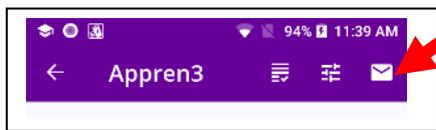
6.1. Why can I not see the list of actions that I agree with my apprentice?

If you cannot see any actions in the small white circles on the Apprentice Support Wheel summary, it may be because you forgot to save them before leaving the segment screens.

Remember to save your list of actions by tapping SAVE in the top right corner of the screen each time you add or amend the actions in any of the segments before you leave that screen. See Section of this guide for more information.

6.2. How do I email the list of actions?

You can email from the app by tapping on this icon. See section 4.7.



If your smartphone does not have a working email app, there are work-around options. As an alternative to email, you can take a screenshot of the Agreed Actions list and send this as a photo through an SMS messaging app such as Whatsapp or Messenger.

6.3. How do I turn off alert notifications?

The purpose of the notifications is to remind you to contact the apprentices that you are mentoring. The notifications are set for two-week intervals. It is easy for you to dismiss and clear a notification if you have already recently been in contact with your apprentices.

6.4. How do I add another apprentice when I have set up a Support Wheel for one person that I am already mentoring?

On the Dashboard there is a box "Create apprentice". If you tap on this box, it will open an empty form where you can add the new details of another apprentice. You can then complete another support wheel for this apprentice. The newly added apprentice will show up as part of the list on the Dashboard.

6.5. How can I get help with other queries and questions about using this app?

The app was developed as part of a one-off research project. It was designed to help with the mentoring process for catering and hospitality apprenticeships. Unfortunately, there is no funding to keep it updated, and we cannot offer any customised service or help with specific questions.

However, if your question is about mentoring or about apprenticeships, you will find the Unionlearn web pages full of helpful advice.