

CANDIDATE PACK

Apprenticeships Engagement and Attendance Coordinator

Academic Registrars' Department

UNIVERSITY OF
WESTMINSTER 



OUR UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust - compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.



OUR PRIORITIES

The University's 2022-2029 strategy, *Being Westminster*, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives – doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.



OUR OBJECTIVES 2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

EMPLOYABILITY

We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.



A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.



OUR STRUCTURE

ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

Westminster Business School

- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

Design, Creative and Digital Industries

- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

Liberal Arts and Sciences

- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

The University Executive Board comprises:

- Vice Chancellor and President
- Deputy Vice Chancellor (Employability and Global Engagement)
- Deputy Vice Chancellor (Education and Students)
- Deputy Vice Chancellor (Research and Knowledge Exchange)
- Chief Operating Officer and University Secretary
- Three Heads of College

PROFESSIONAL SERVICES

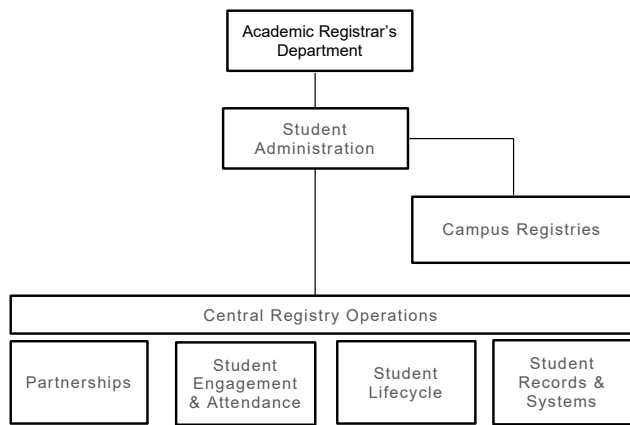
Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Information Systems and Support
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services

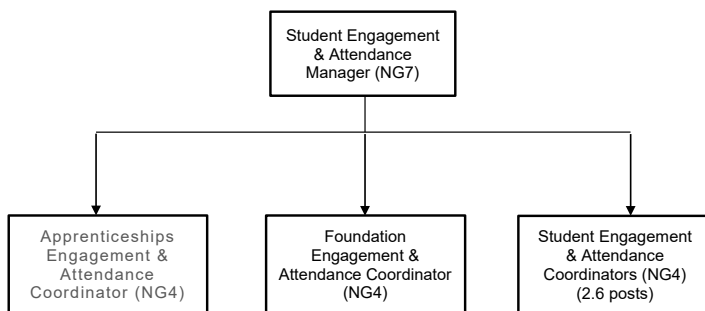


DEPARTMENT / TEAM

Student Administration Department



Student Engagement and Attendance Team



JOB DESCRIPTION

Job Title: Apprenticeships Engagement and Attendance Coordinator

Reports to: Student Engagement and Attendance Manager

Department: Academic Registrars' Department

Grade: NG4

ROLE PURPOSE

The Apprenticeships Engagement and Attendance Coordinator provides support, guidance, and advice, at a business process level, to the University's apprentices and University colleagues on all aspects of activity related to engagement and attendance monitoring. The postholder works collaboratively with Personal Tutors, Apprenticeship Skills Coaches, Quality and Standards, and the Apprenticeships Team to support the delivery of timely interventions to apprentices at risk of discontinuing their studies. The postholder plays a key role in providing information to the Apprenticeships team to support Ofsted inspections and to ensure compliance with the Education and Skills Funding Agency's (ESFA's) Funding Rules for Apprenticeships.

PRINCIPAL ACCOUNTABILITIES

1. Work collaboratively with the Apprenticeships Team, Apprenticeship Course Leaders, University tutors, and apprentices to ensure a continuous point of contact and support. Regularly review apprentice engagement using the system workflow and Learner Analytics Dashboard to trigger interventions and liaise with key academic and professional services colleagues to identify apprentices who are at risk from discontinuing their studies. Provide reports and metrics to enable University tutors to make informed decisions and referrals to support services. Recommend and agree actions with University tutors and liaise with apprentices requiring an intervention, using appropriate and supportive communication.
2. Support the work of Personal Tutors and Apprenticeship Skills Coaches in monitoring apprentice engagement, and in using the attendance and engagement systems, advising on the regulatory context, providing guidance on business processes, and troubleshooting system issues.
3. Manage the administration of the engagement and attendance processes for the Schools, facilitating the implementation of the Student Engagement and Attendance Policy, and apprentice specific policies including the Change of Circumstances policy. Maintain up-to-date knowledge of relevant University policies and procedures and Education and Skills Funding Agency (ESFA) Apprenticeship funding rules in order to provide advice and guidance to apprentices and colleagues on engagement and attendance requirements.



4. Work in collaboration with the University UKVI Compliance Team to ensure consistency of approach to attendance monitoring of visa and non-visa apprentices, and to support the dissemination of statutory requirements for apprentices on a visa to relevant colleagues as required.
5. Attend meetings organised to review apprentices who have been identified as disengaged from their studies, providing information to colleagues, and referring complex cases to senior colleagues or specialist teams.
6. Provide ad hoc reports on the engagement and intervention history for individual apprentices in response to College/School student success meetings, appeals and complaints, student support services, information compliance, the Apprenticeship Board, and relevant inspection or funding bodies such as Ofsted and the ESFA.
7. Manage the team calendar of work, for apprentice engagement and attendance activities. Ensure clear communication plans and timelines are in place for the delivery of engagement and attendance activities and interventions, at relevant key milestones in the apprenticeship lifecycle.
8. Organise and deliver training, for academic and professional services colleagues, on student attendance monitoring processes, systems, and related policies and regulations. Develop and maintain supporting documentation to ensure consistency of practice. Work in collaboration with the Student Centre to ensure that the role of the Student Engagement and Attendance team is clear and that processes are understood in order to advise apprentice enquirers.
9. Maintain up-to-date knowledge of University support services, apprentice-specific support mechanisms, and key contacts in order to provide advice and guidance to apprentices and colleagues on the services available.
10. Resolve attendance data queries through liaising with Course/Module Leaders and the Timetabling Team, to ensure the accuracy of timetable data, manage the impact of timetable changes, and respond to apprentice queries. Liaise with Information Systems and Support (ISS) to resolve data queries due to problems with the attendance monitoring hardware and software.
11. Undertake any other duties as appropriate within the remit of the grade from time to time as required by Senior Managers.

CONTEXT

The Academic Registrar's Department (ARD) is responsible for the academic and student administration services across the University. It has an establishment of around 140 colleagues and has adopted the following mission statement:

The Academic Registrar's Department will be recognised for excellence and professionalism in leading the University's academic administration and academic governance functions. As a team of specialist professional practitioners, through the



provision of expert advice and the ownership and management of holistic and efficient administrative processes and policies we will meet our responsibilities by:

- assuring academic standards and enhancing academic quality through the effective management of the University's academic infrastructure;
- supporting the strategic leadership and delivery of learning, teaching, and assessment;
- delivering a seamless student journey through the administrative lifecycle from enrolment to graduation and beyond, wherever appropriate using technology to improve efficiency, remove barriers and provide solutions that will allow stakeholders to access our services wherever and whenever is convenient to them;
- ensuring the quality and integrity of all student and course related data, and developing effective and efficient data management and related business processes; and
- ensuring the effective delivery of College activities, events, and processes through the provision of professional support to Heads of College and their senior teams.

Our work will enhance the student experience through anticipating and responding to student need and putting the student's expectations at the heart of all that we do.

The Academic Registrar's team is comprised of three main areas: Student Administration, Quality and Standards, and College Operations. The Student Administration Department is led by the Deputy Registrar (Student Administration), who oversees:

- Central Registry Operations (Partnerships, Student Engagement & Attendance, Student Lifecycle, and Student Records and Systems)
- Local Campus Registries (Fitzrovia, Harrow and Marylebone)

Student engagement and attendance forms a key part of the University's Education Strategy and Access and Participation Plan and is a key University priority for delivering an excellent student experience.

The Student Engagement and Attendance Team supports the operational delivery of student attendance and engagement monitoring. The Team works in close liaison with academic colleagues in the Colleges and Schools to develop robust protocols and processes, trouble-shoot issues, and to share good practice between Schools and Colleges.

The team comprises the following colleagues:

- Student Engagement and Attendance Manager
- Apprenticeships Engagement and Attendance Coordinator
- Foundation Engagement and Attendance Coordinator
- Student Engagement and Attendance Coordinator (2.6 posts)

The University requires all postholders to have an understanding of individual health and safety responsibilities and an awareness of the risks in the work environment, together with their potential impact on both individual work and that of others.



DIMENSIONS

The postholder will be based in the Student Administration Team and will be required to work across different campuses from time to time. The post holder will support engagement activity and student attendance and engagement monitoring for apprenticeships, working with apprentices, Apprenticeship Course Leaders, Apprenticeship Skills Tutors, and the Apprenticeships Team to maximise continued success.

A key element of the University's strategic plan is the development of Apprenticeship provision across a range of subject disciplines, to provide an alternative access point to degree level study. The University has delivered apprenticeship activity since 2017 and has been a Main Provider since 2019. As of 1st April 2021, the University became subject to Ofsted regulation for its apprenticeship provision.

Our apprenticeship provision sits within three academic Schools at the University:

- School of Applied Management (Property and Construction Apprenticeships)
- School of Life Sciences (Healthcare Science Practitioner Apprenticeship)
- School of Architecture and Cities (Chartered Town Planner Apprenticeship)

The University currently operates a hybrid working model with each team agreeing its own smart working arrangements based on departmental business needs. This means that colleagues work both onsite and remotely on an agreed basis, which may be adjusted at certain times of year due to peaks in workload. Each Department keeps their smart working arrangements under review, and these may be adjusted due to changing business needs.

At certain busy times of the year (for example during welcome and enrolment, examination, assessment, graduation, and course modification periods), it may be necessary for ARD colleagues to work outside normal working hours, including occasional weekends, and annual leave may be restricted during these times. Any additional hours worked will be compensated in accordance with the University's overtime policy.

All ARD colleagues may be required to help support any ARD activity according to business need, whether or not that activity forms a core part of the role holder's job description.

KEY RELATIONSHIPS

Apprenticeship Course Leaders
Apprenticeships Team
Apprenticeships Skills Coaches
Campus Registries
College Offices
Course/Module Leaders
Information Systems and Support (ISS)
Personal Tutors
Quality and Standards Team
Senior Tutors
Student and Academic Services (SAS)

Student Centre
Visa Compliance
Wellbeing Advisers



PERSON SPECIFICATION

QUALIFICATIONS

Essential

- Graduate or equivalent experience

Desirable

- Membership of the AHEP or other relevant professional body

TRAINING AND EXPERIENCE

Essential

- Experience in the use and application of computerised Record Systems.
- High standard of numeracy and literacy.
- Highly IT literate with excellent MS Office skills.
- Experience of developing processes to ensure professional and regulatory standards are maintained and developed.
- Experience of generating reports and providing data to resolve problems and inform decision making.
- Experience of working in a busy team.
- Experience of providing information and guidance to stakeholders.

Desirable

- Experience of working in Further or Higher Education.
- Experience of the administration of attendance monitoring and engagement activities.
- Knowledge of Education and Skills Funding Agency (ESFA) funding rules for Apprenticeships

APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

Essential

- Ability to interpret and apply regulations and to apply these to different cases
- Ability to quickly and effectively manipulate data stored in Excel.
- Strong oral and written communication skills.
- Ability to establish good working relationships with colleagues, students, and external bodies.
- Ability to work in an efficient and organised manner with the ability to prioritise and handle multiple tasks.
- Excellent attention to detail.
- Ability to use tact and discretion when working with sensitive and personal issues.
- A flexible attitude to changing workloads.



- Strong proven commitment to providing excellent customer care to a range of stakeholders.
- Ability to work well under pressure on own initiative and as part of a busy team.
- Self-motivated with a flexible, positive attitude.
- Strong motivation to work in Higher Education.
- A proactive approach to problem solving
- Fully committed to contributing to a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.



HOW TO APPLY

To apply for this vacancy, please visit our [vacancies page](#) where you will be able to download our application form template. You will then be requested to complete a quick registration before being able to upload completed application form and any supporting documentation.

Applications should include:

- A concise statement in support (ideally no longer than two pages), addressing the criteria in the Person Specification and motivation for applying.
- You may also include an up to date curriculum vitae;
- names and contact details of two referees (although referees will only be approached at offer stage).

The deadline for receipt of applications is midnight on 08 May 2024.

Interviews will take place on 31 May 2024.

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

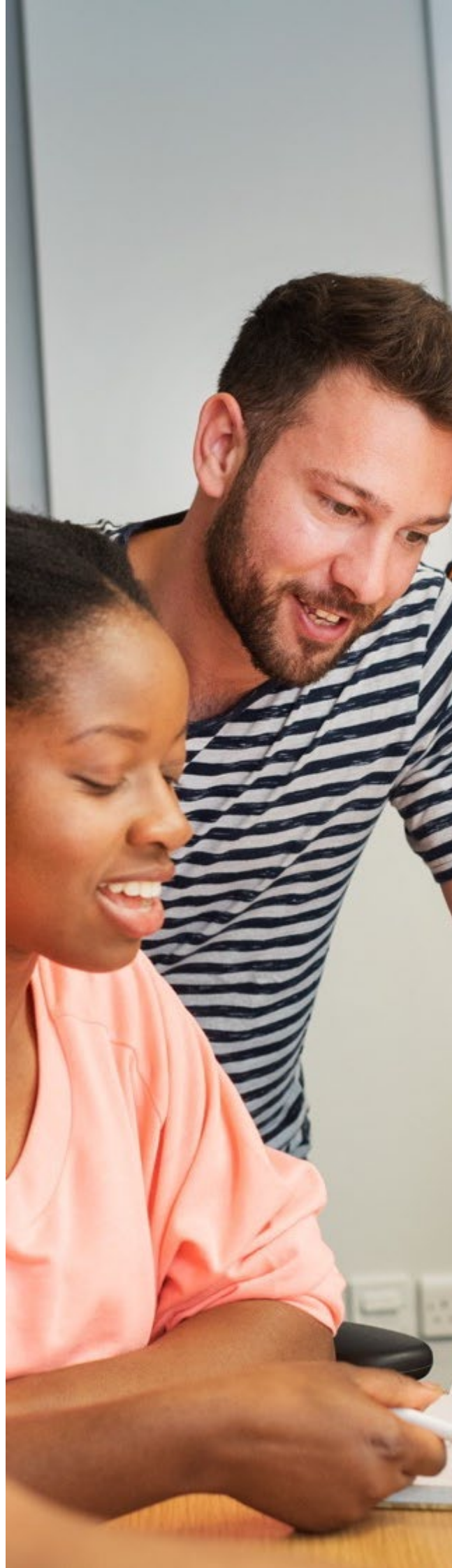
The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.



OUR BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time staff).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.





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