

# CANDIDATE PACK

## Apprenticeship Skills Coach

School of Life Sciences

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



# JOB DESCRIPTION

**Job Title: Apprenticeship Skills Coach**

**Reports to: Assistant Registrar, Compliance and Development**

**Department: School of Life Sciences**

**Grade: NG5**

## ROLE PURPOSE

The postholder will undertake progress reviews with apprentices and their employer mentors to support the apprentice's successful progression on the apprenticeship in line with the Knowledge, Skills and Behaviours (KSBs) of the apprenticeship standard. They will liaise with employers to support the apprentice's learning needs in the workplace, and work with academics to develop the Knowledge, Skills and Behaviours apprentices will need to successfully complete their apprenticeship.

The postholder will plan and conduct progress reviews to monitor and track learner progress and disseminate information, advice and guidance, signposting to University services and external End Point Assessment Organisations. The postholder will be responsible for completing all required paperwork and updating records to show the progress made by the apprentice in line with apprenticeship funding regulations and Ofsted's requirements.

This post will support apprenticeships within the School of Life Sciences, working with apprentices and employers on the Level 6 Healthcare Science Practitioner apprenticeship.

## PRINCIPAL ACCOUNTABILITIES

1. Undertake regular progress reviews with the apprentice and their line manager / mentor, ensuring reviews are completed in line with the agreed schedule (every 12 weeks) and are documented and signed on the apprenticeship portfolio system by the apprentice, employer mentor and the University. The meetings will either take place at the University, workplace or via video call. It is expected that the postholder will undertake at least 3 reviews each day.
2. Set SMART targets for apprentices in each progress review, in line with the Knowledge, Skills and Behaviours (KSBs) of the relevant apprenticeship standard and each apprentice's training plan and monitor achievement of the agreed targets.
3. Monitor apprentice progress against the Knowledge, Skills and Behaviours (KSBs) of the relevant apprenticeship standard and provide feedback to both the apprentice and their employer mentor. Highlight any risks to progression to the Apprenticeships Coordinators.



4. Develop an understanding of Gateway and End Point Assessment requirements for each apprenticeship standard in order to be able to signpost apprentices and employers to Gateway and End Point Assessment preparation workshops and resources. Support and enhance the apprentice and employer experience through effective skills coaching and support through the completion of the End Point Assessment.
5. Support employer mentors to understand their responsibilities relating to on and Off-the-Job Training required by the apprentice, influencing employers to support apprentices with relevant work experience, and ensure positive outcomes for apprenticeships as required.
6. Support apprentices and employers to identify and record eligible and appropriate Off-the-Job Training in line with funding regulations and Ofsted's requirements. Review and approve the Off-the-Job training logs each month for every apprentice within their caseload. Ensure the required Off-the-Job Training hours are achieved by each apprentice before the end of the apprenticeship.
7. Share updates on apprentice attendance with the apprentice and employer during tripartite reviews, in line with the agreed attendance monitoring process for apprentices.
8. Refer any compliance issues to the Apprenticeships team so that they can be resolved in a timely manner.
9. Have an awareness of concerns that may impact on Apprentices ability to engage with and/or complete work, and be able to raise these matters as required, and refer Apprentices on to the right support services where necessary. Ensure that the tripartite review confirms and continually builds the apprentices' knowledge of safeguarding. Direct apprentices to resources regarding Safeguarding, British Values and Prevent and signpost queries to colleagues in the Student Centre as required.
10. Undertake any other duties within their competence, as allocated by their line manager.

## CONTEXT

The University has delivered apprenticeship activity since 2017 and has been a Main Provider since 2019. Our apprenticeship provision sits within three academic Schools at the University: the School of Applied Management with responsibility for delivering our apprenticeships related to property and construction, the School of Life Sciences, responsible for the Healthcare Science Practitioner Apprenticeship and the School of Architecture and Cities with responsibility for delivering the Chartered Town Planner Apprenticeship. The University is at the start of our journey with apprenticeship provision with most of our learners yet to complete their apprenticeships. As of 1st April 2021, the University became subject to Ofsted regulation for its apprenticeship provision: this is the first time that the University's provision has been regulated by Ofsted. The University secured Reasonable Progress judgement from Ofsted at its Monitoring Visit in February 2023. The postholder will play





a key role in supporting the University to secure a successful outcome from full Ofsted inspection.

The Apprenticeship Skills Coach will work in the School of Life Sciences. The School delivers one apprenticeship standard, the Level 6 Healthcare Science Practitioner apprenticeship. We teach our apprentices using a variety of methods including case studies, projects, lectures, seminars and lab activities to ensure that they understand key concepts and can apply them effectively in a work context. We have a strong ethos of apprentice support, and each colleague undertakes personal tutoring and academic support. The Apprenticeship Skills Coach will bring their knowledge of industry to our apprenticeship programmes, working with apprentices to support them to progress throughout the apprenticeship.

Our students come from diverse backgrounds. We have high standards and expectations of all our apprentices and aim to provide a supportive environment in which they can achieve their full potential.

## DIMENSIONS

There is no line management or budgetary responsibility involved in this role.

The postholder will work within the School of Life Sciences, one of four Schools in the College of Liberal Arts and Sciences, based at the New Cavendish site.

The role will involve some travel to visit apprentices and employers in the workplace, but the majority of the reviews can be conducted on Teams or by telephone. Postholders will be required to work from the campus regularly, including when the apprentices are attending University for their teaching. Some out-of-hours work will be expected on occasion.

The University requires all post-holders 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.

## KEY RELATIONSHIPS

- Head of School of Life Sciences
- Assistant Head of School of Life Sciences
- Academic colleagues delivering apprenticeship training
- Deputy Registrar - Quality and Standards
- Assistant Registrar, Compliance and Development
- Quality Assurance Projects Officer
- Senior Manager Apprenticeships
- Director of Business Engagement
- Apprenticeships team
- Apprenticeships Course Officer



# PERSON SPECIFICATION

## QUALIFICATIONS

### Essential

- Educated to Degree Level or with equivalent practical experience.
- Professional Qualification or Registration in relevant professional area or equivalent professional experience.

## TRAINING AND EXPERIENCE

### Essential

- Practitioner experience relevant to the subject area and industry sector as required.
- Experience of building and maintaining effective relationships with employers.
- Experience of coaching or mentoring and delivering work-place training in a commercial or vocational context.
- Understanding of the sector subject area.
- Proven ability to work with sensitive and possibly complex needs of others and help manage relationships to a successful outcome.
- Proven ability to successfully manage and deliver outcome-based workload to time.

### Desirable

- Accreditation or membership of relevant professional body
- Understanding of apprenticeship funding regulations and compliance requirements
- Understanding of relevant apprenticeship standards
- Successful experience of coordinating workplace reviews, or similar time critical workload e.g. delivering work place reviews within set period, delivering project objectives within set period or similar outcome based work.

## APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

### Essential

- Ability to work independently, managing own workload and priorities.
- Ability to work under pressure to tight deadlines ensuring accuracy and compliance.
- Ability to work as part of a wider cross-organisational team.
- Ability to encourage commitment to learn in others.
- A commitment to engaging in continuous professional development
- Strong negotiation skills
- Proven written and oral communication skills
- IT proficiency
- Ability to establish good working relationships with colleagues, apprentices and employers.
- Empathetic approach when liaising with apprentices and their employers.



- The confidence to exercise independent professional judgement when making decisions, having looked at a range of possible solutions.
- Commitment to upholding Safeguarding requirements and supporting apprentices to understand the importance of British Values and the Prevent Agenda.
- Fully committed to creating 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 July 2024.**

**Interviews will take place on 15 July 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.

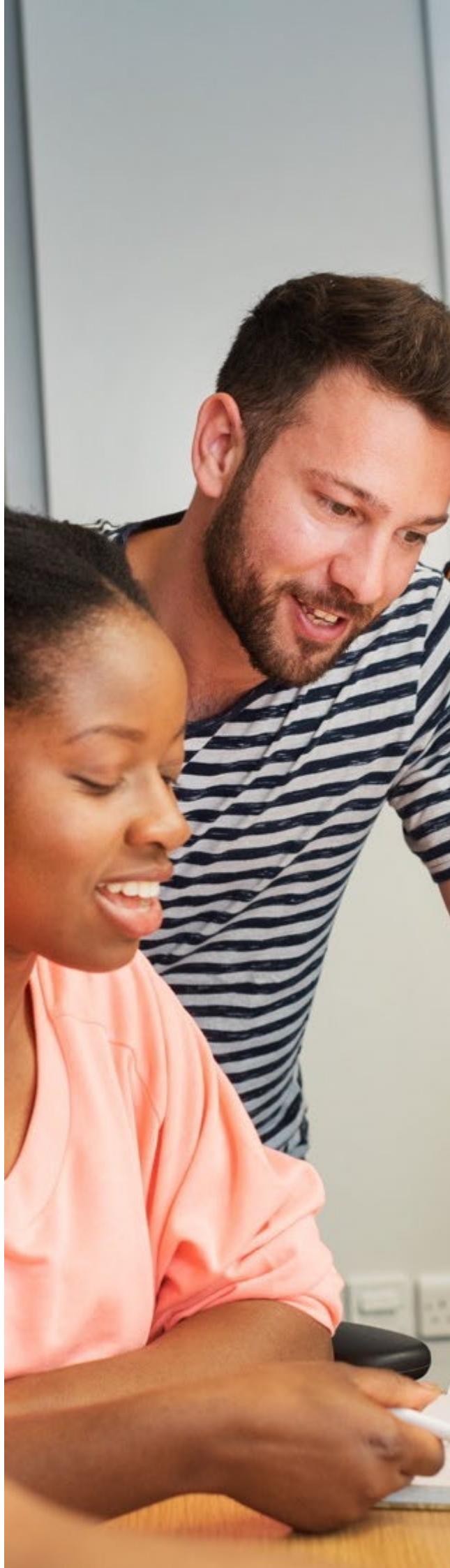
*The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.*



# 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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