

Course record information

Name and level of final award	<ul style="list-style-type: none"> Certificate of Higher Education (CertHE) - Construction Management <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
Name and level of intermediate awards	
Awarding body/institution	University of Westminster
Teaching institution	University of Westminster
Status of awarding body/institution	Recognised Body
Location of delivery	Primary: Central London
Language of delivery and assessment	English
QAA subject benchmarking group(s)	Land, Construction, Real Estate and Surveying
Professional statutory or regulatory body	Chartered Institute of Building (CIOB)
Westminster course title, mode of attendance and standard length	<ul style="list-style-type: none"> Cert HE Construction Management (CSS Apprentice), Part-time day, September start - 2 years standard length
Valid for cohorts	From 2025/6

Additional Course Information

Admission Initial Assessments

Prospective candidates for the Apprenticeship route must possess recognised Level 2 qualifications in Maths and English, as well as the normal entry requirements for the BSc (Hons) Construction Management degree.

The University Apprenticeships Operations Coordinators assess these before the commencement of study. As well as fulfilling the entry requirements to the course, once you have been offered a place on the apprenticeship, we will work with you and your employer on a training needs plan. This is provided as a self-assessment form by the University of Westminster Apprenticeships Operations Coordinators and viewed upon completion by an academic representative of the course.

Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Learners are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

Aims of the programme

The Certificate of Higher Education: Construction Management has been designed to provide apprentices with the technical, practical and professional skills required for a successful career as a construction site supervisor, across organisations operating in a wide range of areas, including both the public and private sector. It forms part of the on-programme assessment for the Construction Site Supervisor Apprenticeship (standard ST0048).

The discipline of construction management is one which is well established within both public and private organisations, and demand for suitably qualified construction site supervisors is high. This course is designed to combine current industry practice with associated construction management theory.

In fulfilling this purpose the course aims to:

- Develop transferable skills which apprentices will be able to apply both within an academic context and in their professional careers.
- Develop cognitive skills which apprentices will be able to apply in reaching professional judgements, solving problems and making decisions.
- Develop practical and technical skills relevant to construction management, which apprentices will be able to apply in an entrepreneurial and creative way in their professional careers.
- Foster an environment in which learning experiences are shared by apprentices, promoting good quality communication and the inter-disciplinary nature of the construction profession.
- Encourage self-motivation and independent thought, such that apprentices will be confident in challenging established working practices and responding to the future needs of the construction management profession.
- Promote a culture of intellectual enquiry such that apprentices will recognise the importance of lifelong learning for both personal and professional development to become resilient professional leaders and engaged global citizens.
- Promote social, ethical and environmental awareness.
- Promote a culture of intellectual enquiry such that apprentices will recognise the importance of lifelong learning for both personal and professional development.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our learners.

The Certificate of Higher Education: Construction Management aims to create site supervisors who are able to assist in the supervision of specialist contractors and workers on construction projects who are based on construction sites with occasional time in offices.

Construction site supervisors need good planning, organisation, leadership, management and communication skills.

The main duties and tasks of a construction site supervisor are:

- Supervision of specialist contractors.
- The control of health and safety standards on construction projects.
- Recording, control and reporting of progress on construction projects.
- The minimisation of the environmental impact of construction projects.
- Control of the quality of works on construction projects.
- Assisting commercial staff with the monitoring of costs on construction projects.

After successfully passing the End Point Assessment, learners may be able to apply to continue their studies for a full apprenticeship degree in Construction Management.

We also develop employability skills helping you develop as a professional in the workplace and secure promotion.

What will you be expected to achieve?

Learning outcomes are statements on what successful learners have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 course learning outcomes: upon completion of Level 4 you will be able to:

- L4.01 Understand the general characteristics, requirements, features and challenges of an ethical, safe and sustainable construction industry. (KU KTS)
- L4.02 Analyse the different elements, functional requirements, systems, technologies and techniques used in the construction of low-rise buildings. (KU PPP KTS CS)
- L4.03 Demonstrate an understanding of the importance of ethics and the legal, regulatory and contractual frameworks that underpin construction projects. (KU PPP KTS)
- L4.04 Understand the principles of design, the structural requirements of building structures and the different characteristics and properties of materials commonly used in construction. (KU KTS CS)
- L4.05 Demonstrate a comprehensive understanding of the different mechanical and electrical services used in buildings and how they contribute to the full, sustainable functionality of the building. (KU PPP CS)

- L4.06 Execute a range of skills for setting out and organising construction sites for the safe and sustainable operations of construction activities. (KU KTS)
- L4.07 Apply a range of digital solutions and technologies in the construction of the built environment. (KU KTS CS)
- L4.08 Effectively analyses and communicates information using mathematical skill and clear written and/or spoken English to solve problems and present ideas in the field of construction management. (KTS CS)
- L4.09 Applies established interpersonal, team and networking skills to recognise factors that affect team performance in tasks associated with construction management. (KTS)

How will you learn?

Learning methods

The course will cover the foundations of construction management, equipping the learners with the relevant skills and knowledge they need to assist with the supervision of specialist contractors and workers on construction projects. Industry visits will be integrated into the modules as well as the opportunity to undertake work-based learning.

The education strategy has been designed to create knowledgeable and resourceful learners who are good communicators, capable of finding solutions to problems given to them and to be well-prepared for a future career as construction site supervisors. Apprentices will be taught in a way that is practical, active, inquiry/problem focused, treating equality, diversity and inclusivity as integral to your education.

The course will be taught by full-time academics and visiting lecturers, many of whom have considerable high-level industry experience, together with professional bodies certifications, and academics who are involved in research in the field of construction management alongside their teaching roles. Industry and professional expertise and research are brought into the teaching to create a rich and exciting learning environment for apprentices.

The teaching and learning is reflective of the practical and technical nature of construction management. Apprentices will learn from real-life examples, work-based learning, practical sessions, guest speakers from industry and other teaching methods which bring the learning to life to enhance the apprentice experience.

Apprentices are expected to participate in group activities such as problem-based projects, simulated group meetings, discussions and debates to enhance learning and reflect the collaborative nature of the profession that the Construction Site Supervisor apprentices will eventually be part of.

During the course, you will be encouraged to engage and develop the Knowledge, Skills and Behaviours (KSB) you are expected to fulfil as part of this apprenticeship qualification (listed below).

Knowledge	What is required
Health and Safety	Understand risk assessment of activities and the importance of behaviours in safety-critical environments
Sustainability	Understand the sustainability issues in projects across economic, social and environmental aspects
Construction Technology	Understand different construction methods and materials

Knowledge	What is required
Construction Management	Understand management principles and the project management lifecycle
Planning and Organising Work	Understand the importance of project planning and resourcing and be able to analyse different techniques
Monitor Quality	Able to define the quality required on a finished construction project
Monitor costs	Understand the importance of cost control on a construction project

Skills	What is required
Health and Safety	Identify risk of activities and encourage all employees to demonstrate safety-conscious behaviours
Sustainability	Assess, identify and record the environmental impact of projects
Construction Technology	Assist in the implementation of the most appropriate solutions for construction projects
Project Management	Use effective management principles and be able to supervise construction workers
Planning and Organising Work	Understand overall plan for project and measure and record progress against plan
Monitor Quality	Assess and report on quality standards and assist in commissioning of finished construction projects
Monitor costs	Understand financial and legal constraints and measure and record progress against budget

Behaviours	What is required
Professional Judgement	Be able to work within own level of competence and know when to seek advice from others
Commitment to Code of Ethics	Work within Rules and Regulations of Professional Competence and Conduct for the industry's recognised professional bodies
Continuing Professional Development	Identify own development needs and take action to meet those needs Use own knowledge and expertise to help others when requested
Commitment to Equality and Diversity	Understand the importance of equality and diversity and demonstrate these attributes so as to meet the requirements of fairness at work
Communicate Effectively	Be able to contribute effectively to meetings and present information in a variety of ways including oral and written
Work in Teams	Be able to work with others in a collaborative and non-confrontational way
Demonstrate Innovation	Be able to identify areas for improvement and suggest innovative solutions

The course team will reference the relevant Knowledge, Skills, and Behaviors (KSBs) during the teaching and assessment process. As part of your workplace activities, you will be encouraged to acquire these KSBs and create a portfolio that outlines how you meet them. This portfolio should include your University modules, on-the-job training, and workplace experiences. The learning process utilizes interactive, inquiry-based approaches prioritising equality, diversity, and inclusivity. The curriculum consists of problem-based projects, simulated group meetings, and collaborative activities that reflect the teamwork and dynamics of the construction industry. Additionally, apprentices will leverage advanced digital technologies and industry-standard software to enhance their learning and professional skills, ensuring they are proficient with the tools and practices that shape modern construction professionals.

Teaching methods

The teaching of the course takes the form of lectures, seminars, workshops, demonstrations, site visits and hands-on active learning activities. In addition to face-to-face normal learning in classrooms, the course will also use blended learning approach in some modules where Learners can apply what they are learning to their own work environments and contribute to asynchronous activities on Blackboard Discussion Boards and other platforms. This has the advantage of simulating the reality of the practice of construction management in recent and coming years, where teams are becoming virtual and leading projects is sometimes done remotely. Apprentices are expected to undertake their own study and will be guided and supported to enable them to study effectively.

As this course is an apprenticeship, apprentices will be in relevant work, typically in an assistant site manager, assistant supervisor or construction site supervisor within an organisation. Teaching will focus on the apprentices' experiences and develop these further, requiring apprentices to reflect on their learning and recognise the additional skills and knowledge

gained from study.

Digital technologies are widely used in construction management, and influence working practices, decision making and efficiency in all types of project. Apprentices use technology throughout their studies, such as standard software packages to produce assessments (e.g. Microsoft Word, Excel and PowerPoint), and design tools to aid with CAD drawing. Some modules will make references to the most popular software packages used to support the job of construction managers.

Equality, Diversity and Inclusivity

The curriculum will be inclusive, accessible and promote decolonisation and diversification through using multiple case studies from across the globe, highlighting the importance of construction management and the challenges faced in working across different sectors, industries, and cultures. An example being the module Sustainable Construction Technology, which requires the apprentices to consider Sustainable Development Goals and how different communities may have unique environmental concerns or cultural preferences in building design and materials. Site visits and case studies in this module also exemplify inclusive and accessible design principles, such as incorporating universal design features or addressing specific needs of diverse user groups.

Equality, diversity and inclusion of learners is central to the learning and teaching on this course, encouraging all learners to engage and fulfil their potential. In line with QAA guidance and the University's commitment to equality and diversity, the course has adopted an inclusivity strategy with the objective of removing arbitrary and unnecessary barriers to learning, facilitating a learning experience accessible for all apprentices. This is irrespective of the group or groups to which they belong, raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. Through this, all apprentices will feel like they belong, and have the opportunity to engage, not made to feel isolated. Access to learning opportunities will be provided to disabled and non-disabled apprentices through inclusive design, with reasonable individual adjustments being provided wherever necessary.

Assessment methods

The course utilizes an 'assessment as learning' approach and implements an inclusive learning, teaching, and assessment strategy. This strategy includes culturally relevant materials and diverse and innovative teaching methods to achieve the desired learning outcomes. Learners are encouraged to engage inclusively, recognizing that they are developing a wide range of understandings, skills, values, and attributes that will benefit their professional lives.

Various assessments are designed to demonstrate your achievement of the module learning outcomes and help you fulfil this qualification's required Knowledge, Skills, and Behaviors (KSBs). There is a strong emphasis on industry-focused, 'real-world' assessments such as reports, portfolios, presentations, and plans. Specific practical activities, including risk assessments and site evaluations, are also included to meet the requirements of professional bodies. The course employs a variety of assessment types to ensure inclusivity, allowing learners to leverage their strengths while developing other assessment areas throughout the course.

For each summative assessment, you will have the opportunity to receive formative feedback. This specific and timely feedback is a crucial part of the assessment process, offering valuable insights into your progress and helping you improve both your work and grades. Throughout each module, you will have multiple opportunities for formative feedback to prepare you for your assessments. Occasionally, you will be asked to critically reflect on your experiences, enabling you to understand what you have learned and how to apply it in your career and other areas of life.

The assessments in these modules allow you to demonstrate your achievement of learning outcomes through work-based and experiential learning activities, facilitating your personal and professional development. At each level, you will be assessed on your academic knowledge, practical application, and your ability to re-contextualize knowledge, connect theory to practice, and develop your own theoretical perspectives on practice. Assessed tasks will often involve real-world scenarios, such as valuation exercises, negotiation skills, and responses to client requests.

As you progress through the course, the scope and depth of the assessments will increase, helping you gradually build confidence and enhance your knowledge, skills, and understanding. A variety of assessment methods are used, and modules are generally assessed using more than one means of assessment. Assessment methods could take the form of:

Mini-practical activities: These will comprise of tasks that simulate real-world situations, such as risk assessment and PPE (personal protective equipment) selection, participation in lab sessions to experiment with building materials, direct observation of material handling and storage on construction sites, and construction of small scale prototypes of building components to demonstrate and test material integrity.

Reports: These will be discrete elements of assessment based on a problem or scenario relating to the topics introduced in the module. The assessment involves analysing a problem and applying the taught concepts and/techniques to arrive at solutions. The work should be supported by appropriate referencing.

Projects: These will be based on a scenario that relates directly to a project in the apprentice's workplace and will require an objective solution to the problem set.

Simulated Business Meetings and Role Plays: Roles are described in the assignment brief and allocation of roles are made by the module leader. The assessment involves a meeting agenda to be followed and a set of questions to be answered to reach a set of decisions by the end of the meeting.

Portfolios: Some assessments are based upon the production of a number of individual elements of work which collectively develop a solution to a particular problem or situation. The portfolios will include artefacts, models, and/or drawings.

Presentations: These are used as part of formative assessment and they will address concepts of a particular scenario and include a question and answer element.

Apprenticeship Gateway and End Point Assessment (EPA)

To proceed with the apprenticeship, learners must pass through a gateway before undertaking the End Point Assessment (EPA). Completing the EPA is essential for obtaining a CertHE Construction Management and fulfilling the Apprentice Standard requirements.

To pass through the gateway, apprentices must complete all on-programme modules and submit a portfolio of evidence, which can be submitted online or in paper form. This portfolio should demonstrate how the apprentice has met each of the knowledge, skills, and behaviour statements outlined in the standard. It assures the employer that the apprentice is fully prepared to begin the End Point Assessment process.

Once the apprentice has passed through the gateway by completing the modules and the portfolio, the EPA process begins. The EPA consists of three components: an online test, a project, and a professional discussion. This assessment will be independently evaluated by an organization registered as an End Point Assessor.

The online test typically takes place within one month after passing through the gateway. It comprises 20 questions that must be completed in 40 minutes, focusing on the knowledge acquired during the apprenticeship.

The project is developed after passing through the gateway and should be designed in collaboration with both the employer and the university to ensure that all knowledge, skills, and behaviours (KSBs) are addressed. The project is expected to be approximately 2,500 words in length.

The professional discussion generally lasts for one hour. During this time, you will discuss your acquired behaviours, share your experiences throughout the apprenticeship, and explain how you have applied the KSBs in your workplace.

In your final year of study, there will be an EPA preparation module, which will help you present yourself professionally and fulfil the requirements of the gateway and EPA.

For more information about the gateway and the EPA, refer to the EPA plan that will be issued to you and the supporting materials available on the course site.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	L4.07
Literate and effective communicator	L4.08
Entrepreneurial	L4.05, L4.06, L4.09
Global in outlook and engaged in communities	L4.03, L4.07
Socially, ethically and environmentally aware	L4.03, L4.07

Course Structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate learners study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all learners on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives**: are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level for example where you must choose one of two specific modules.

Modules

Level 4

You will study 60 credits in year 1 and 60 credits in year 2.

Upon completion of the Certificate of Higher Education and the portfolio of evidence, apprentices will proceed onto the apprenticeship End Point Assessment.

The module 4EPAB001W Apprenticeship End Point Assessment Level 4 must be passed in order to achieve the University qualification.

Module Code	Module Title	Status	PT Year (where applicable)	UK credit	ECTS
4BUIL021W	Building Materials - AR	Core	1	20	10
4CNMN010W	Construction Law, Regulations and Contracts - AR	Core	1	20	10
4BUIL022W	Environmental Science and Building Services - AR	Core	1	20	10
4EPAB001W	Apprenticeship End Point Assessment Level 4	Core	2	0	0
4CNMN014W	End Point Assessment Preparation - Construction Site Supervisor	Core	2	20	10
4CNMN015W	Principles of Site Management - AR	Core	2	20	10
4CNMN016W	Sustainable Construction Technology - AR	Core	2	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

Professional body accreditation or other external references

The course is recognized and accredited by the Chartered Institute of Building (CIOB), which was established in 1834 and granted a Royal Charter in 1980. This accreditation signifies a peer review process and acknowledges the achievement of quality standards in delivering this course. It is periodically reviewed to ensure that the course continues to provide high-quality education in the built environment.

The CIOB serves as this apprenticeship's End-Point Assessment Organization (EPAO). An EPAO is responsible for delivering End-Point Assessments, which are the final and most critical stage of an apprenticeship. These assessments are unbiased and conducted independently to determine whether an apprentice has demonstrated the knowledge, skills, and behaviours outlined in the apprenticeship standard.

Course management

Your course is one of several programs offered within the School of Applied Management, which is part of the College of Westminster Business School at the University of Westminster. It is managed by a designated course leader, who is supported by the Head of School, Assistant Heads of School, and other senior staff members, including the Associate Heads of the College. The course leader collaborates with the course teaching team, responsible for individual modules and overall planning.

During the arrivals week, you will have the opportunity to meet your course leader, teaching team, and senior management team members. This week will include a series of events designed to assist you with enrollment and registration and to help you familiarize yourself with the university, its processes, and the culture of higher education.

The course is monitored annually by the course leader and senior members of the School and College to ensure its effective operation and to address any issues that may impact the learner experience. Throughout the year, there will be Course Representative meetings, where staff will review feedback, evidence of learner progression and achievement, and reports from external examiners to evaluate the course's effectiveness. All courses undergo annual reviews as part of the School, College, and University Annual Monitoring processes, with ultimate reporting to the Academic Council of the University, which is responsible for maintaining quality and standards.

Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Campus Registry. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All learners enrolled on a full-time course and part time learners registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where learners access their course materials, and can communicate and collaborate with staff and other learners. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports learners in developing the skills required for higher education. As well as online resources in Blackboard, learners have the opportunity to attend Study Skills workshops and one to one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Learners can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Learners can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught in their College. Learners can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student and Academic Services department provide advice and guidance on

accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international learners and the chaplaincy providing multi-faith guidance. Further information on the advice available to learners can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support learners during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored each year by the College to ensure it is running effectively and that issues which might affect the learner experience have been appropriately addressed. Staff will consider evidence about the course, including the evidence of learner surveys, learner progression and achievement and reports from external examiners, in order to evaluate the effectiveness of the course and make changes where necessary.

A Course revalidation takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Learners meet with revalidation panels to provide feedback on their experiences. Learner feedback from previous years is also part of the evidence used to assess how the course has been running.

How do we act on learner feedback?

Learner feedback is important to the University and learner views are taken seriously. Learner feedback is gathered in a variety of ways.

- Through learner engagement activities at Course/Module level, learners have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting learner experience across the School. Student representatives are also represented on key College and University committees.;
- All learners are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- Final year Undergraduate learners will be asked to complete the National Student Survey which helps to inform the national university league tables.

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a learner might reasonably be expected to achieve and demonstrate, if they take full advantage of the learning opportunities that are provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to learners. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2022©

Additional Details

Admission Initial Assessments

Prospective candidates for the Apprenticeship route must possess recognised Level 2 qualifications in Maths and English.

The University Apprenticeships Operations Coordinators assess these before the commencement of study. In addition to the standard application process and checks for the Construction management course, once an offer has been made for the Apprenticeship, the learner completes a Training Needs Analysis (TNA). This is provided as a self-assessment form by the University of Westminster Apprenticeships Operations Coordinators and viewed upon completion by an academic representative of the course.

Off-the-Job Training

Training Learners on this course are required to have a 20% off-the-job training for the duration of the course. This means that 20% of their contracted working hours must be used for development activities aligned with the Apprenticeship Standard for this course. During University term- times, the day release to the university covers 20% for those weeks, at other times, examples of activities that can be used for off-the-job training include:

- Job shadowing.
- Mentoring.
- Attending meetings.
- Project work.
- Professional networks.
- Events and competitions.
- Visits to wider parts of the department.
- Visits to industry and to other Government Departments.
- Writing self-assessments.
- Writing assignments.
- Reflective journals.
- Revision.
- Peer discussions.
- Preparation for Assessments & Exams.

Activities included are guided by the ESFA and could be subject to change. The Apprenticeships Team will provide up to date guidance to you during the course of your programme.

Tripartite Reviews

When apprentices begin their studies, they receive guidance during an induction on how to use software for recording their off-the-job training hours and activities. Following this, each apprentice, along with their workplace mentor and University of Westminster representative, participates in tripartite reviews every three calendar months. These are scheduled online meetings, arranged in advance at a convenient time for everyone involved. During the tripartite review, there is a discussion about the apprentice's progress in all aspects of the course, including their off-the-job training requirements. All topics covered in the meeting are documented, and any questions or issues that arise are promptly addressed, either in the workplace or at the university, as appropriate.