

Apprenticeship Mentor Induction

Tuesday 14th October

Biomedical Scientist Mentors

Before we start...








We ask you to please complete our Pre-
Training Employer quiz September 2025
(the link is also in the chat!)

<https://forms.office.com/e/DyMwBqZpD3>

Housekeeping

- Please keep your microphone muted.
- Please add any questions into the chat and we will answer as we go along.
- Any detailed questions about specific apprentices may be better answered via email: please email apprenticeships@westminster.ac.uk if your query is of this nature.
- We will be recording the session to share afterwards along with any other resources.

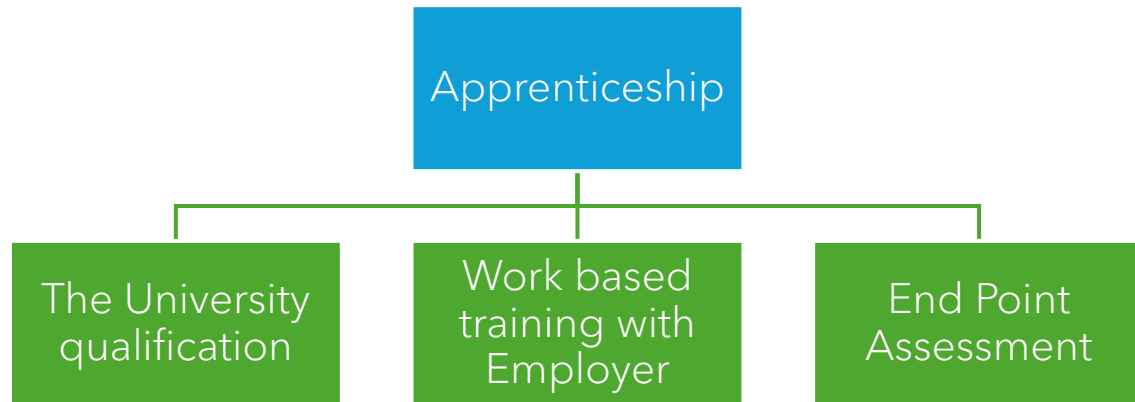
Agenda

-  Housekeeping and introductions
-  What is an apprenticeship? (The Learner Journey)
-  What is an apprentice mentor? (Your role as a mentor)
-  Key components of the apprenticeship: KSBs, Aptem, Off the Job, Progress Reviews, Gateway and EPA, Attendance
-  Changes to circumstances
-  Keeping our apprentices safe: Safeguarding, Prevent, British Values
-  Compliance: Ofsted/Department for Education

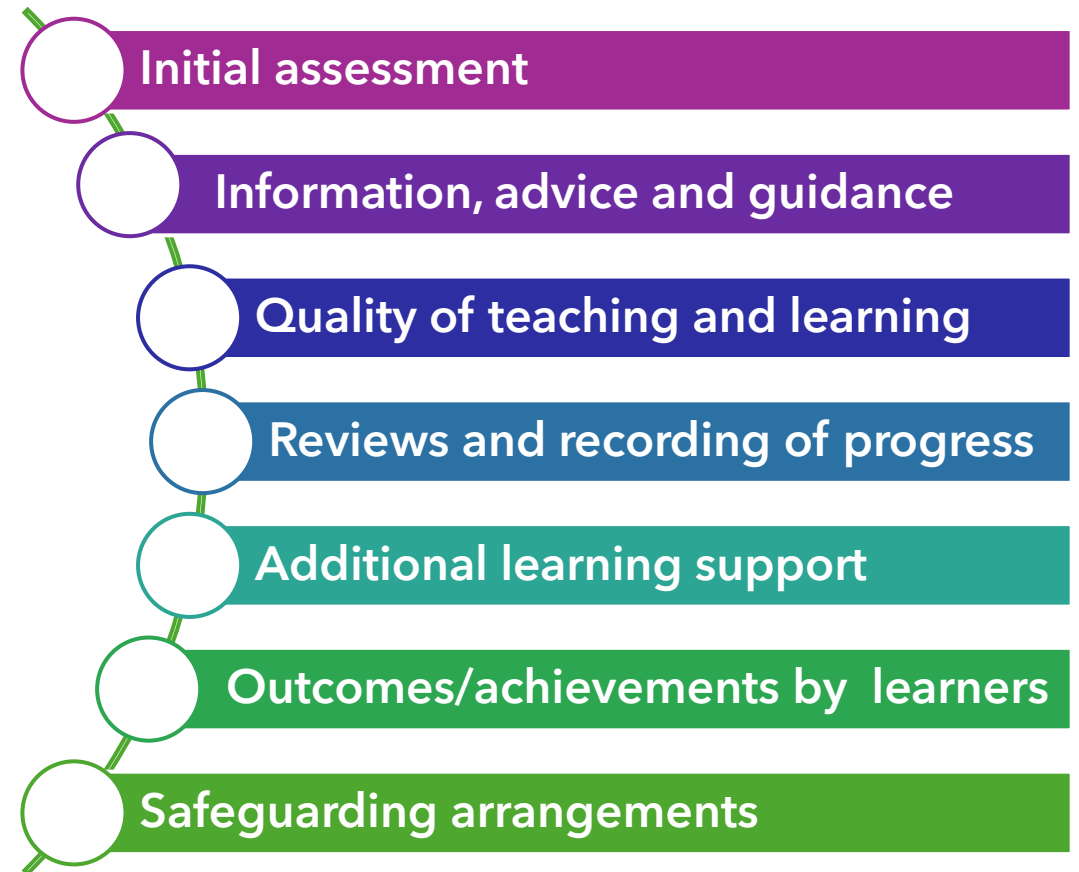
What is an Apprenticeship?

A job in a **skilled occupation** that requires substantial and sustained training, leading to the achievement of an **Apprenticeship standard**

Apprentices achieve a university qualification and an apprenticeship qualification in their chosen pathway



Learner Journey



The Role of a Mentor

- Line Manager or individual who will support the apprentice's development
- Must be an industry expert & work in the same business area as the apprentice
- Cannot be another apprentice
- Must be familiar with the apprenticeship standard
- Guide and support for the apprentice
- Help with future career options and progression
- Mentors may change during the apprenticeship – please let the Apprenticeship Team know

Your role as a Mentor

- Support your apprentice throughout the learner journey
 - Identify relevant Off the Job (OTJ) Training opportunities
 - Attend progress reviews with the apprentice and the University
 - Support the apprentice to prepare for End Point Assessment (EPA)
 - Speak to the university about anything that changes: duties, promotion, leaving the company
 - Keep apprentices safe
-
- **See mentor handbook for further information**

Key Components of the Apprenticeship

Knowledge Skills and Behaviours, Progress Reviews, Off the Job, End Point Assessment

Knowledge Skills Behaviours (KSBs) and Apprenticeship Standards

- An Apprenticeship Standard sets out the KSBs required of apprentices
- Each apprenticeship has different KSBs.
 - - Knowledge - what you need to know in your role (University)
 - - Skills – what you need to be able to do (Workplace)
 - - Behaviours – how you should act to be successful in your role (Workplace)

Apprenticeship KSBs can be found [here](#)

Aptem: e-portfolio system



- Our e-portfolio system that your apprentice will use throughout their apprenticeship
- Used for:
 - Logging Off-The-Job training
 - Uploading work to show progression
 - Recording and signing Apprenticeship reviews
 - Reviewing compliance documents (Training Plan & App Agreement)
 - Completing the skills radar
- You will also have a log in to view and monitor your progress
- Aptem queries: send to apprenticeships@westminster.ac.uk
- OneFile is used for Apprentices in Year 4 onwards

Off-The-Job (OTJ) Training

- An apprentice is required to log 20% of a 30-hour week as OTJ activity (even where an apprentice works more than 30 hours).
- OTJ must be:
 - New learning
 - Completed within their working hours
 - Relate directly to the KSBs
- OTJ is a requirement of funding: failure to keep up to date with their OTJ within a 4 week window could jeopardise their place on the Apprenticeship
- You will receive communications if your apprentice is not uploading their OTJ logs.

OTJ – What an OTJ log looks like

Date (dd/mm/yyyy)	Activity	Description of Activity	Key things you have learned	Link to Standard (KSBs)	Time (minutes)
2/10/2025	University Attendance	Lectures/Seminars on Development and Design Economics Construction Health and Safety for Quantity Surveyors	Please outline a 1/2 things that you learnt during this lecture - keep it brief and only include a couple of bullet points.	K2, K8, K9, K10, K11, S2, S6, S7, S8, S9, S10, B1	360
3/10/2025	Other	Attended online seminar on "Understanding your Apprenticeship" and did the follow up quiz.	1. I learned about the different KSBs and how I will cover them in uni and in my workplace. 2. I found out about how the apprenticeship is assessed and how even in my first year, I can be doing things that will be useful for when I go through Gateway - e.g. setting up folders to keep evidence of completion of each KSB. 3. Over the 3 years of my apprenticeship I need to do 240 hours of work-based learning following the WBA Learning Plan.	K1-17 S1-12 B1-4	120
9/10/2025	University Attendance	Lectures/Seminars on Development and Design Economics Construction Health and Safety for Quantity Surveyors	Please outline a 1/2 things that you learnt during this lecture - keep it brief and only include a couple of bullet points.	K2, K8, K9, K10, K11, S2, S6, S7, S8, S9, S10, B1	360
10/10/2025	Other	I looked at the WBA Learning Plan and started to work out how to achieve my OTJ requirements using columns F-J. I had a meeting with my Mentor to talk about this and he told me about an exhibition that I could attend and also about some in-house training. I set up my Online Portfolio to help keep track.	1. That I can ask my mentor for advice - my company want me to be successful on my apprenticeship. 2. The company have a programme of in-house training modules that I wasn't aware of - I can use these as part of my WB OTJ. 3. I am determined to keep up to date on all my recording as it'll be much easier than playing catch-up and trying to remember what I've done and what I have learned.	B4	60
12/10/2025	Job Shadowing	Shadowed senior QS during contractor meeting; observed preparation of cost reports, recording of variations, discussion of commercial risks, and use of measurement software.	1. How commercial management decisions are made. 2. Importance of accurate measurement / valuation. 3. Role of cost data in financial control. 4. Professional communication skills. 5. Use of digital skills.	K4, K6, K8, K11, S4, S6, S10, S13, B1, B3	60
16/10/2025	University Attendance	Lectures/Seminars on Development and Design Economics Construction Health and Safety for Quantity Surveyors	Please outline a 1/2 things that you learnt during this lecture - keep it brief and only include a couple of bullet points.	K2, K8, K9, K10, K11, S2, S6, S7, S8, S9, S10, B1	45
			1. The value of keeping up to date with regulations. 2. How		

OTJ - Work Based Activities (WBA)

- OTJ will be a mix of University Attendance and WBA.
- Apprentices are required to complete activities in the workplace that counts towards their OTJ. These are mandatory.
- The Off the Job training log highlights activities that apprentices can complete.
- Apprentices should be given time in the workplace to complete these.

Progress Reviews

- Progress reviews are meetings which involve:
 - The apprentice
 - Their workplace mentor
 - A representative of the training provider (Skills Coach)
- They should take place a minimum of every 12 weeks – at least 4 times per year
- Take place all year round – not just in term time
- Apprentices need to prepare for the review meetings. Reviews on Aptem are now open 14 days prior to the review taking place for mentors and apprentices to pre-populate in preparation for the review.

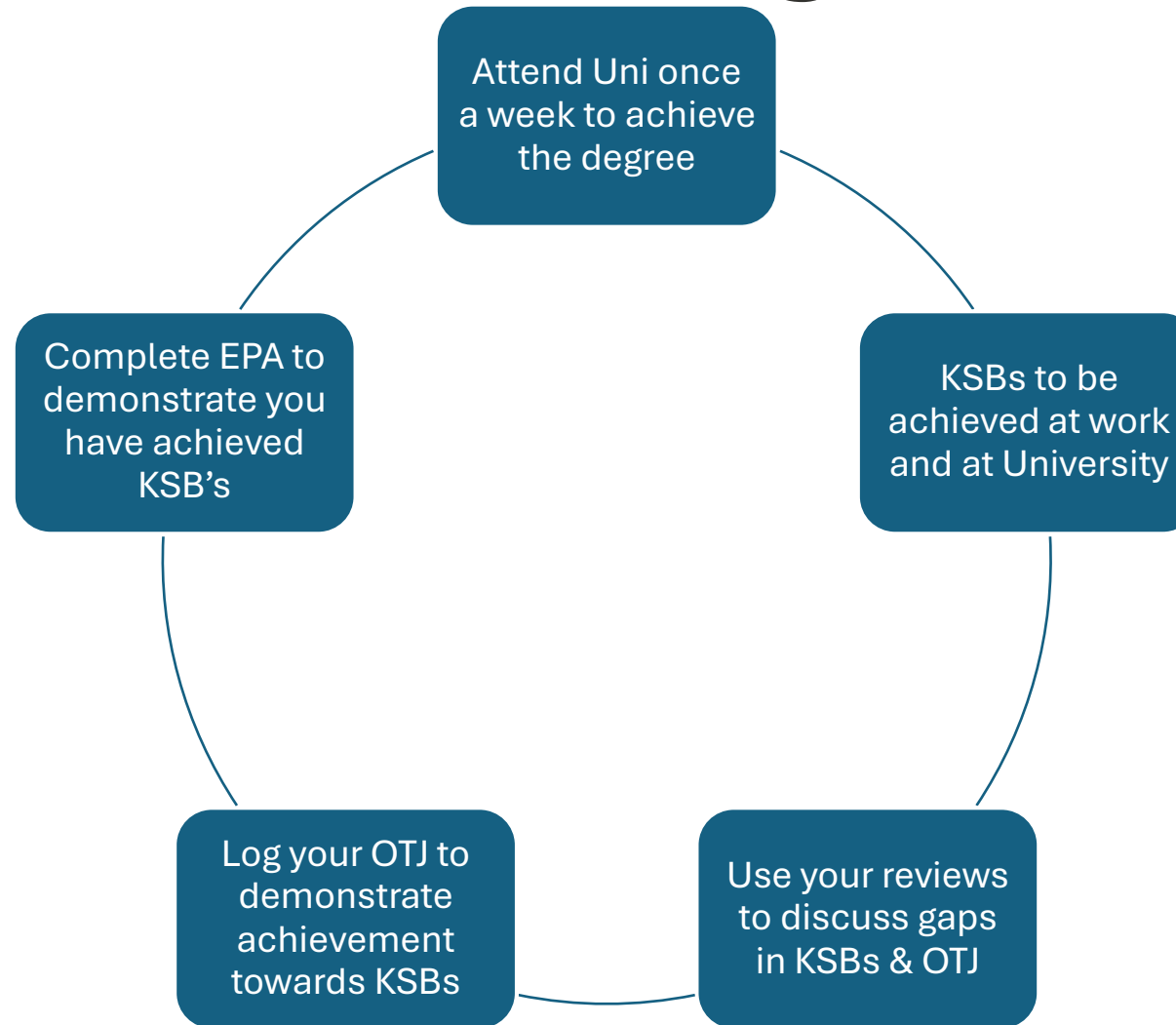
Progress Review

- **Purpose:** monitor the apprentice's progress and identify any issues
- Reviews should cover:
 - Progress towards attaining the KSBs in the apprenticeship
 - Review OTJ relevant to the KSBs of the apprenticeship
 - English and Maths qualifications (where required) and/or the professional progression of English and Maths
 - Obtaining any other mandatory qualifications (where relevant)
 - Preparation towards End Point Assessment (EPA)
 - Further support needed by the apprentice to progress
 - Setting SMART targets for the next 12 weeks for the apprentice to ensure their progress on the apprenticeship
- Reviews should be documented on OneFile / Aptem and signed by the mentor, apprentice and University
- **Progress Reviews are a mandatory component: failure to attend reviews can put funding at risk**

Gateway & End Point Assessment (EPA)

- Each Apprenticeship Standard has its own independent awarding body attached to it, known as an End Point Assessment Organisation (EPAO)
- Your apprentices EPAO is University of Westminster.

How does it all link together?



University & Apprenticeship Processes

Changes to Circumstance, Attendance, Disability Learning Support

Attendance

- Attending learning sessions on campus provides opportunities to develop the skills and knowledge necessary to successfully complete the apprenticeship
- We know that a dip in attendance can be a sign that apprentices may be experiencing problems and monitoring attendance helps us to provide necessary support
- Long Term absences and [Mitigating Circumstances](#)
- 0% attendance process
 - Stage 1 (apprentice contacted) – Stage 8 (withdrawal)
 - Employer involvement at Stage 2 (x2 consecutive weeks of 0% attendance)

Changes to Circumstance

- Apprentices/mentors must inform the Apprenticeships Team immediately if there is a change to their circumstances, such as:
 - A change in their line manager / mentor
 - A change in their employer BEFORE they leave their current employer
 - A change to their job role and/or responsibilities
 - Being signed off work because they are unwell (MC claims)
 - Parental leave
 - Not being able to attend University for longer than 2 weeks (outside of annual leave)
 - Leaving their work place and withdrawing from the programme (if they get a new job or are made redundant)
- Contact us: apprenticeships@westminster.ac.uk

Disability Learning Support at Westminster

What is the Disability Learning Support (DLS)?

- Confidential service to help learners whose disability or condition affects their studies.
- Includes Disability Advisers, Disability Tutors on each campus, & a Disability Support Representative in each library

Who qualifies for support?

Learners with long-term conditions, specific learning difficulties or disabilities, e.g.:

- Dyslexia, dyspraxia, ADHD
- Mental health conditions (depression, anxiety)
- Visual impairments; autism spectrum conditions; long-term medical illnesses (e.g. epilepsy, CFS)

What about temporary conditions?

Support via DLS is not available for short-term or temporary conditions (e.g., broken limb). However, alternative arrangements may be possible via other university services (e.g. individual exam arrangements).

How to Access DLS

- **Registering for Support**
 - Can register *at any point* in the learner journey
 - No medical evidence required to start receiving support
 - Optional documentation can be submitted if helpful
 - Online registration via University account.
- **Support Available**
 - Screenings for dyslexia, dyspraxia, ADHD
 - Assistive technology & support in libraries
 - Examination support (extra time, rest breaks, smaller groups)
 - Guides & resources
- **Confidentiality**
 - Learner support-needs information is treated sensitively: shared only with staff involved in providing the support.

Keeping our Apprentices safe

Safeguarding, Prevent, British Values

Keeping our apprentices safe

- Safeguarding is about protecting a person's right to safety, health and wellbeing. It is about working together to support apprentices, and prevent/stop the risk of any abuse or neglect. This includes but is not limited to; protecting apprentices' wellbeing; risks such as radicalisation; bullying, harassment and hate crimes etc.
- Safeguarding is not the concern of one individual- it's all of our responsibility. **Our Apprenticeships Safeguarding Guide can be found on this page for further reading:** [Higher and degree apprenticeships | University of Westminster, London](#)
- **The University's Resources**
 - We provide a wide range of support services designed to help apprentices thrive:
 - Counselling and mental health services
 - Wellbeing advisers
 - Disability Support Services
 - Advice and Funding Service
 - Interfaith Service
 - <https://www.westminster.ac.uk/current-students/support-and-services>

Under legislation, all parties involved in apprenticeships must take reasonable action to minimise risks to apprentices

- **What is your role in this as an employer?**
- Familiarise yourselves with relevant government legislation.
- Take appropriate steps to understand what safeguarding means in practice at your organisation, in the context of the responsibilities you have for the people they employ.
- Ensure that any staff working with apprentices in a position of trust are appropriate for the role.
- If possible, identify a person to coordinate safeguarding across all apprentices.

- **To meet our joint obligations, we will:**
- Ensure apprentices have an awareness of safeguarding through open discussion and providing information on how to access support both in the workplace and at the University.
- Maintain open channels of communication between the University and employer, recognising the different roles of each in supporting apprentices, and working together to identify.

What next?

- Please read through the Safeguarding Guide, found on our webpage: [Higher and degree apprenticeships | University of Westminster, London](#)
- **Do you think an apprentice would benefit from our support?** Tell us by contacting: student-wellbeing@westminster.ac.uk
- **Do you think an apprentice may be at risk of harm?** Safeguarding is everyone's responsibility. Tell us by contacting: safeguarding@westminster.ac.uk

Prevent

- **What is PREVENT?**

- The Prevent Duty is part of the **Counterterrorism and Security Act** and places legal requirements on universities to have due regard to the need to prevent individuals from being drawn into terrorism and to ensure vulnerable individuals receive timely and appropriate support. As a 'specified authority', the University has a responsibility to the Prevent duty.
- UOW believes that honest, thoughtful, and respectful debate forms a vital part of education, and we provide a safe and welcoming environment where apprentices have the freedom to express and discuss varying views. We are committed to providing the right level of support to all apprentices and staff and view our duty to prevent those within our academic community being drawn into terrorism as a safeguarding issue.

- **Our approach**

- Provide relevant training for university staff so that they understand the obligations the university has under the Prevent Duty and how to manage risks and concerns
- Have clear procedures in place so that any concerns can immediately be brought to specialist attention
- Ensure apprentices can express views respectfully and create an environment that encourages free speech.

Prevent

- **What we expect of our Apprentices**

- Demonstrate a commitment to the principles that underpin the Prevent Duty, including attending any training offered by the University and/or by their workplace.
- Seek specialist support if any concerns are raised.
- We will give apprentices opportunities to discuss the Prevent duty, including any questions they may have, during Progress Reviews.
- <https://www.westminster.ac.uk/about-us/our-university/corporate-information/policies-and-documents-a-z/prevent-duty-compliance>

British Values

- For apprentices, an important part of their journey is understanding what is meant by the term 'British Values'. These values encompass what it means to live life in modern Britain and are the norms that shape our society, and which are preserved in law, through legislation such as the Equality Act 2010. These are:
 1. Democracy (including the right to Freedom of Speech).
 2. Rule of Law (equality before the law)
 3. Individual Liberty (protection of rights and freedoms)
 4. Mutual Respect & Tolerance
- Apprentices are encouraged to explore ideas in a context where these values are recognised and respected. Apprentices are provided with examples during induction and during their tripartite reviews to relate these to their own professional lives.
- **Our approach**
 - To promote British values throughout our apprentice's programme
 - Provide a programme of study which interweaves British Values and how they influence our society
 - Create opportunities for apprentices to apply their learning to relevant situations and contexts
 - Encourage apprentices to respect each other and their differences, including protected characteristics as defined by the Equality Act 2010 and consistent with the University's values around inclusion.

British Values in Practice

Rule of Law	Democracy	Individual Liberty	Mutual Respect and tolerance
Punctuality	Surveys	Equality Act 2010 (including protected characteristics)	Tolerance of others
Health and safety	Trade Unions	Career and employability events	Behaviours modelled in the workplace
Rules and regulations specific to the job role	Tripartite/progress reviews	Signposting to guidelines and advice	Group work
Student Code of Conduct	Student voice activities – course reps, National Student Survey		Workplace policies and challenging poor behaviours in the workplace
Workplace policies			A team project

Governance

- The Office for Standards in Education (OFSTED) inspect the quality of apprenticeship training.

Quality

- They work to ensure apprentices learn, develop and make progress as they should.

Inspection

- We are required to contact you to notify you of the inspection (48 hours notice) and to make you aware of the possibility of Ofsted contacting you to seek feedback on working with us.

Department for Education & Skills England

- **Funding Regulation**

- The Department for Education is the government department responsible for funding apprenticeships.
- Powers to withdraw funding for an apprentice or to suspend an employer's account, where there are questions about meeting the terms of the apprenticeship agreement.
- The Apprenticeship Agreement is your contract with the Department for Work and Pensions and binds you to their terms when deciding to access the levy funds.

- **Requirements of employers**

- The Department for Education want to see evidence that you as an employer understand the apprenticeship programme and maintain an active role in ensuring it takes place as agreed.

Key Terminology and Acronyms

AA	Apprenticeship Agreement
ALS	Additional Learning Support
APTEM	The online apprenticeship monitoring system
BKSB	The online system for functional skill assessments
BIL	Break in Learning
DBQ	The Designated Quality Body in England provides assessments and advice for the Office for Students on quality and standards in higher education in England
EIF	Education Inspection Framework – Ofsted guidance
EPA	End Point Assessment
EPAO	End Point Assessment Organisation
ESFA	Education and Skills Funding Agency (apprenticeship funding)
FS	Functional Skills
Gateway	The point whereby it is agreed that the apprentice is ready to commence EPA
IA	Initial Assessment
IAG	Information, Advice, Guidance
IEPA	Independent End Point Assessor
IfATE	Institute for Apprenticeships and Technical Education
ILP	Individual Learning Plan
ILR	Individualised Learner Record
IQA	Internal Quality Assessor
ITP	Independent Training Provider
KSB's	Knowledge, Skills and Behaviours
LRS	Learning Record Services - Gov website to check a student's prior achievements in absence of certificate
MCQ	Multiple Choice Question
NAW	National Apprenticeship Week
Ofsted	The Office for Standards in Education, Children's Services and Skills. Ofsted inspects services providing education and skills for learners of all ages
OSACC	Office for Student Appeals, Complaints and Conduct
OTJ	Off The Job
RPL	Recognised Prior Learning
Skills Radar	A self-assessment for the apprentice to assess themselves against the knowledge, skills, and behaviour requirements of the standard
TP	Training Plan

Keeping in Touch

- Surveys to provide feedback about the apprenticeship – or share your feedback at any time via apprenticeships@westminster.ac.uk
- Tell us about your apprentice's achievements!
- Before we leave today, please complete the post-training form:
<https://forms.office.com/e/jhMr59xQgc>

www.westminster.ac.uk

