

Course record information

Name and level of final award	<ul style="list-style-type: none"> Certificate of Higher Education (CertHE) - Quantity Surveying and Commercial 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 QS and Comm. Mgt. (CQST 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) Quantity Surveying & Commercial 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: Quantity Surveying and Commercial Management has been designed to provide apprentices with the technical, practical and professional skills required for a successful career as a quantity surveying technician, 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 Quantity Surveying Technician Apprenticeship (standard ST0049).

The discipline of quantity surveying is one which is well established within both public and private organisations, and demand for suitably qualified quantity surveying technicians is high. This course is designed to combine current industry practice with associated quantity surveying and construction 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 quantity surveying and commercial 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 quantity surveying and commercial management 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 quantity surveying and commercial 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: Quantity Surveying and Commercial Management aims to create quantity surveying technicians who are able to assist in monitoring and control of costs and contracts on construction projects.

Quantity surveying technicians need good planning, organisation, leadership, management and communication skills. Construction quantity surveying technicians are associated with the monitoring and control of costs and contracts on construction projects and are based on sites or in offices. The main duties and tasks of a Construction Quantity Surveying Technician are:

- Assisting senior managers with the budgeting of construction projects.
- Control of costs during a construction project.
- Selection and management of specialist contractors.
- To contribute to the mitigation of disputes using accurate records.
- Recording, control and reporting of income and expenditure on a construction project.
- Valuation of progress on construction projects.

In this course, we will prepare the apprentice for their next steps in education or the workplace. We will discuss transitioning to the Construction Quantity Surveyor (Level 6) apprenticeship and focus on developing employability skills, such as how to seek promotions and create a professional profile.

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 Exhibit a sound understanding of construction technology including construction methods, material and systems and services related to building construction. (KU PPP)
- L4.02 Understand the behaviour of materials, the structural integrity of buildings, and the application of scientific principles in the design and construction process. (KU KTS)
- L4.03 Apply problem-solving methods and techniques to investigate building design concepts and develop practical solutions. (PPP CS)
- L4.04 Develop the skills to execute basic site engineering and management practices. (KU PPP)
- L4.05 Illustrate an understanding of measurement and cost estimation for building works, such as understanding measurement from first principles, cost implications, and applying this knowledge to prepare basic estimates for construction projects. (KU KTS CS)

- L4.06 Use the foundational principles of contract law and economics related to the built environment to influence decision making within the industry. (KU PPP)
- L4.07 Employs established interpersonal, team and networking skills to support own and team performance. (KTS)
- L4.08 Applies an awareness of ethical values to actions, and personal decisions within the built environment context. (PPP)
- L4.09 Effectively analyses and communicates information using mathematical skill and clear written and/or spoken English to solve problems and present ideas for the Built Environment. (KTS CS)

How will you learn?

Learning methods

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 well-prepared for a future career as quantity surveying technicians. The learning methods are highly practical and hands-on, directly integrating industry visits, action-based learning, work-based learning, as well as more traditional classroom-based learning experiences. This approach ensures that apprentices can apply theoretical knowledge in real-world settings, promoting a seamless blend of academic and professional experiences. 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 the principles and responsibilities imposed by law and other regulations in a construction environment
Sustainability	Understand the sustainability issues in projects across economic, social and environmental aspects
Construction Technology	Understand different construction techniques and materials and the principles of design
Contracts	Understand different forms of contracts used in construction and why they are applied in different situations
Procurement	Understand the different types of procurement process and negotiation requirements
Cost control	Understand the importance of controlling costs during a construction project and the effect of changes to the project
Financial reporting	Understand the various forms of reporting on project progress
Skills	What is required
Health and Safety	Apply health and safety issues to all activities

Skills	What is required
Sustainability	Demonstrate application of the principles of sustainability
Construction Technology	Assist in the implementation of the most appropriate solutions for construction projects
Contracts	Be able to apply different types of contracts to different situations
Procurement	Assist in the selection of and negotiation with specialist contractors for a construction project
Cost control	Assist in the measurement and costing of construction works during a project
Financial reporting	Assist in the preparation of financial reports, cash flow and cost forecasts for a construction project
Administration	Assist in the collection, collation and storage of relevant data and its analysis

Behaviours	What is required
Commitment to Code of Ethics	Understand and apply the Code of Conduct and conduct regulations, ethics and professional standards relevant to 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
Conflict avoidance	Be able to assist in planning to avoid conflict and resolving issues that do arise
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

During the teaching and assessment process, the course team will reference the relevant Knowledge, Skills, and Behaviors (KSBs). 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 draw on your University modules, on-the-job training, and workplace experiences.

The learning process utilizes interactive, inquiry-based approaches that prioritize 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 quantity surveying.

Teaching methods

Teaching in the Quantity Surveying and Construction course takes advantage of London's vibrant construction scene to provide apprentices with exceptional learning opportunities. The course utilizes a combination of traditional and innovative teaching methods, including lectures, seminars, workshops, and one-on-one tutorials. Regular site visits to live construction projects and practical sessions in laboratories and on field trips allow apprentices to gain firsthand experience of modern construction practices and encourage them to apply what they learn to their own work environments.

The course is taught by full-time academics and visiting lecturers, many of whom possess substantial high-level industry experience, along with professional certifications. These instructors are also involved in research in the fields of quantity surveying and commercial management, alongside their teaching duties. Guest speakers from the industry provide additional insights, sharing their expertise and experiences to bridge the gap between academic knowledge and professional practice.

The focus of the program is on in-person learning, complemented by a robust digital support framework. Personalized learning is fostered through tailored guidance and mentoring, helping apprentices reflect on their work experiences and academic progress, while also developing the skills necessary for their future careers. This hands-on, experiential approach ensures that apprentices are well-prepared for the dynamic and collaborative nature of the construction industry.

Equality, Diversity and Inclusivity

This course places our colleagues and apprentices at the centre of the learning process. We encourage everyone to bring their unique experiences, which fosters deeper connections with various communities.

Studying the Built Environment is key to promoting equality and diversity. It allows learners to explore important themes such as representation and identity while developing critical skills to assess the industry's social and cultural impacts. Our learners' work reflects a rich tapestry of perspectives, making it impactful.

Community and Collaboration

We are actively decolonizing our curriculum to include multiple voices and histories. We listen to our learners and guide them in nurturing their creativity. Our supportive, diverse learner body fosters collaboration, encouraging ownership of projects that draw from their cultural interests and experiences. We believe education extends beyond the classroom to contribute meaningfully to society.

Inclusion and Equality

We are committed to inclusivity, welcoming applications from all backgrounds and creating a safe environment where everyone can thrive. This dedication to diversity is integrated into our courses and enhances career opportunities for all learners.

Learners gain practical experience through industry engagements, including work placements and guest lectures, which enhance their employability and confidence—especially for those with limited networks.

Neurodiversity and Disability

Our courses proudly embrace diversity, including neurodiverse individuals. We prioritize accessible materials and flexible teaching styles tailored to varied learning needs. Collaborating with our disability support team ensures genuine inclusivity for all learners.

The curriculum will be inclusive and accessible to all learners, promoting diversity and enhancing engagement regardless of their background. It will emphasize the significance of quantity surveying and commercial management, as well as the challenges encountered when working across various sectors, industries, and cultures. One example is the module 'Environmental Science and Services for Quantity Surveyors,' which requires apprentices to evaluate how sustainability

can be made accessible to individuals from all cultural and socioeconomic backgrounds.

Assessment methods

The course employs an 'assessment as learning' approach and implements an inclusive strategy for learning, teaching, and assessment. This strategy includes culturally relevant materials, diverse and innovative teaching methods, and flexible pathways to achieve 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 the required KSBs of this qualification. 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 in 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 life aspects.

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.

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. Assessments are designed to foster independent critical thinking skills and promote your ability to analyze and critically evaluate theories, concepts, and ideas. In the final year of the course, the assessment methods will likely challenge you to synthesize your ideas and adopt a more holistic perspective of the discipline.

The primary aim of the teaching and learning strategy is to promote the development and delivery of a sustainable built environment that meets the needs of clients both nationally and internationally, while considering sustainability development goals and the impact of the built environment on communities worldwide. Principles of construction technology, professional practice, ethics, health and safety, and CDM are fundamental to delivering the built environment and are covered at each level of the program.

use of digital practice is increasing in construction, affecting working practices, decision-making, and project delivery efficiency. Digital practice is integrated throughout the course to equip learners with the necessary skill set to address new challenges in the construction industry.

Apprenticeship Gateway and End Point Assessment (EPA)

The Certificate of Higher Education in Quantity Surveying and Commercial Management is part of the Construction Quantity Surveying Technician Apprenticeship. To proceed with the apprenticeship, learners must pass through a gateway before undertaking the End Point Assessment (EPA). Successful completion of the EPA is an additional requirement for obtaining the Certificate of Higher Education and meeting the Apprentice Standard.

To pass through the gateway, apprentices must complete the on-programme modules and also submit an online or paper-based portfolio of evidence. This portfolio should demonstrate how the apprentice has met each of the knowledge, skills, and behaviour statements outlined in the standard. The portfolio provides the employer with assurance that the apprentice is fully prepared to begin the End Point Assessment process.

Once the apprentice has passed through the gateway (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 consists of 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. It should be designed in conjunction with both the employer

and the university to ensure all knowledge, skills, and behaviours (KSBs) are addressed. The project is 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.

For more information about the gateway and the EPA, please refer to the apprentice course handbook and the course web page. An EPA preparation module is part of the course to support you towards the gateway and EPA.

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

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
4BUIL020W	Building Design for Quantity Surveyors - Apprenticeship	Core	1	20	10
4CNMN009W	Construction Law and Contracts for Quantity Surveyors - Apprenticeship	Core	1	20	10
4CNMN012W	Environmental Science and Services for Quantity Surveyors - Apprenticeship	Core	1	20	10
4EPAB001W	Apprenticeship End Point Assessment Level 4	Core	2	0	0
4CNMN011W	Construction Technology and Services (Building) - Apprenticeship	Core	2	20	10
4CNMN013W	End Point Assessment Preparation - Construction Quantity Surveying Technician	Core	2	20	10
4BUIL023W	Measurement and Costing (Building Works) - Apprenticeship	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 process of peer review 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 the End-Point Assessment Organization (EPAO) for this apprenticeship. 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 within the School of Applied Management, part of the College of Westminster Business School at the University of Westminster. It is managed by a designated course leader. Supporting the course leader in this role are the Head of School, Assistant Heads of School, and other senior school staff, including the Associate Heads of the College. The course leader is aided by the course teaching team, who are responsible for individual modules and contribute to overall planning.

During the arrivals week, you will have the opportunity to meet your course leader, teaching team, and members of the senior management team. This week includes a series of events designed to assist you with enrollment, registration, and familiarize you 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 effective operation and address any issues that may impact the learner experience. Throughout the year, there will be Course Representative meetings, where staff will consider feedback, evidence of learner progression and achievement, and the external examiner's reports to evaluate the course's effectiveness. All courses are reviewed annually as part of the School, College, and University Annual Monitoring processes, which ultimately report to the Academic Council of the University, 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.

These are assessed by the University Apprenticeships Operations Coordinators prior to the commencement of study. In addition to the standard application process and checks for the Quantity Surveying & Commercial Management course, once an offer has been made for the Apprenticeship, a Training Needs Analysis (TNA) is completed by the learner. 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

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 time that is convenient 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.