



University of the
Built Environment
EST. 1919

A line manager's guide to supporting apprentices



Introduction

The purpose of this guide is to help managers understand what an apprenticeship involves, the nature of the commitment that is required from each apprentice, and what managers need to do to support their apprentices.

As an employer or manager of one or more apprentices, it will be your responsibility to ensure that the apprenticeship chosen is appropriate for your company, and that you are able to provide each apprentice with the time and the opportunities that they will need to develop the knowledge, skills and behaviours required. In addition, you will also need to ensure that you are able to give each apprentice the support they will need to succeed in their apprenticeship.



What is included in this guide

An apprenticeship with University of the Built Environment is a three-way partnership between the employer, the apprentice and the University.

Click on an icon to go to the relevant section.



What is an apprenticeship?



What is expected of your apprentice?



What is expected of you?



The VLE



Important study features



Ethical behaviour



What you can expect from us



Your apprentice's journey



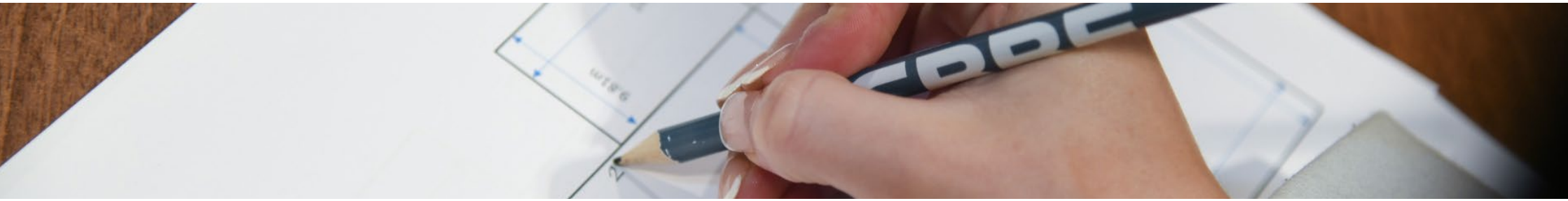
How we study



Assessment



Submission and feedback



What is an apprenticeship?

An apprenticeship is a structured programme of learning that relates to a specific job role or occupation. This can be for roles that you are recruiting to, or for established staff progression where additional knowledge and skills need developing.

Apprenticeships are funded directly from the apprenticeship levy or a combination of DfE funding alongside contributions from non-levy employers.

An apprenticeship starts with an assessment of the eligibility and suitability of the candidate, together with an initial skills assessment. If successful the apprentice will then undertake a range of teaching and learning activities, job-based learning and experience to develop the knowledge, skills and behaviours

required by the apprenticeship standard. End-point assessment (EPA) is the final step to achieving an apprenticeship.

More details can be found in [the apprentice's journey](#) section in this guide.

What your apprentice is expected to do

It is important, from the outset, that the apprentice understands what their apprenticeship involves and is able to make the necessary commitment to see it through all the way to the end-point assessment (EPA).

That commitment involves each apprentice giving an assurance that they will actively engage with the academic elements of their University of the Built Environment degree programme and carry out the online learning activities. As well as, complete job-role tasks to develop knowledge and skills, submit all assignments and reflective accounts to provide evidence of their learning journey and demonstrate how they have applied newly developed skills in their role.

Each apprentice also needs to give an assurance that they will undertake regular interactions with their Apprenticeship Outcomes Officer (AOO) and complete records, including those relating to off-the-job (OTJ) learning, on a monthly basis. Apprentices must also attend regular scheduled online progress reviews, fulfil the targets set in those reviews, and demonstrate how they have applied their knowledge, skills and behaviours in the workplace.

Expectations

What is expected of you?

As a line manager you are a crucial element of your apprentices' successful journey. It is vital that you are thoroughly acquainted with the appropriate apprenticeship standard.

If you have any questions relating to the support provided for your apprentice, please contact us at any stage of the programme.

Line managers must ensure that their apprentice(s) receive their requisite off-the-job (OTJ) training. Your apprentice will be required to complete and evidence a specific number of off-the-job training hours to successfully complete their apprenticeship. You will need to ensure that your apprentice is on track with their off-the-job training ahead of each progress review with their Apprenticeship Outcomes Officer.

Your role within apprenticeships is to monitor progress and support your apprentices by setting targets to enable them to progress towards end-point assessment.

What can you expect from us?

University of the Built Environment is dedicated to supporting both you and your apprentice ensuring that you have the best apprenticeship experience possible.

We do this by providing you with a range of resources so that you have all the information, advice and guidance you need to understand and manage an apprenticeship successfully.

We also have qualified, skilled and highly trained staff to support apprentices to learn, develop and grow as people and as employees.

We do this by using industry-led assessment and learning tools and by designing and delivering tutor-led and interactive learning tailored specifically to our apprenticeship programmes.





Your apprentice's journey

Initial assessment

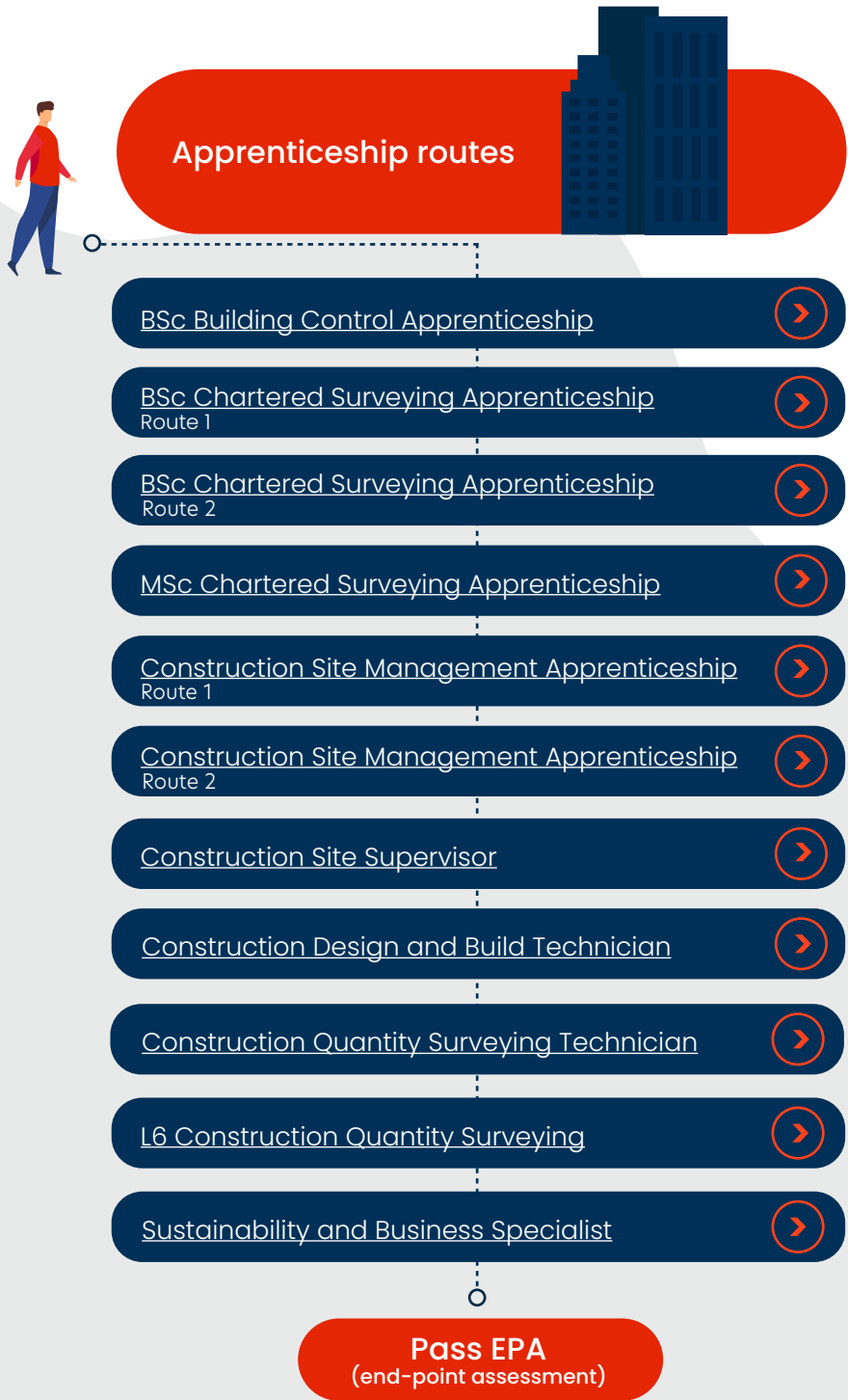
As part of the application and admissions process with University of the Built Environment, your apprentice(s) will undertake an initial assessment of their existing skills, knowledge and experience. While these assessments are not tests, they will inform planning for further learning and development. It is important that these assessments are accurate and truly reflective of the apprentice's starting point on the programme.

This will include a review of prior attainment in English and maths to ensure that, where required, your apprentice completes Functional Skills in English and/or maths at Level 2 as part of their apprenticeship programme.

Initial review

Your apprentice will attend an initial review with an Apprenticeship Outcomes Officer (AOO) to introduce them to their apprenticeship programme. Typically, this will take place between weeks 3-6 and includes how the apprentice will fulfill their off the job training requirements, their formal University of the Built Environment-led training and the on-the-job elements of training that they will undertake in the workplace.

They will also discuss with their AOO how they access the Virtual Learning Environment (VLE) and arrangements for attending webinars.





Your apprentice's journey

Disability and wellbeing

The personal development and wellbeing of apprentices is an important part of an apprenticeship and goes hand-in-hand with the University's values.

Your apprentice's AOO will discuss personal development and wellbeing issues and topics with your apprentice. They will also ensure they know how to raise a concern.

Raising a concern

If your apprentice is concerned, either for themselves or about someone else, it's important they are able to raise those concerns in confidence and promptly. As well as following any internal procedures for reporting such concerns, they should also report it to their AOO.

Two of the main topics are:



Safeguarding

Safeguarding relates to the wellbeing of apprentices. It is essential that we all ensure that each apprentice is safe, healthy and is developing in the workplace and is secure in their personal lives.

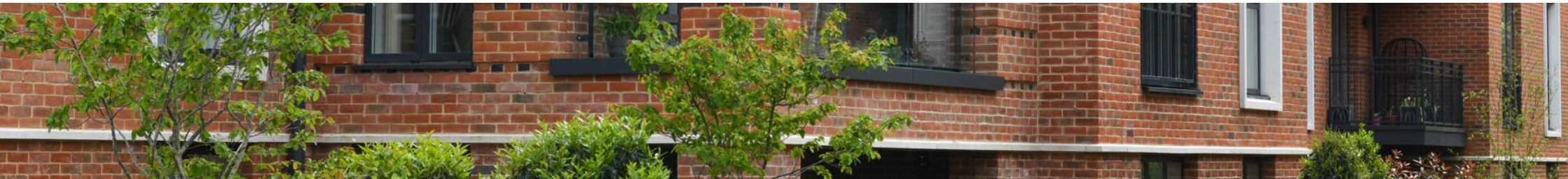


Prevent

Prevent is part of a multi-agency strategy to identify and provide support to those individuals who are at risk of being drawn into terrorism. It is the duty of us all to be vigilant for signs of radicalisation. This requires us to be able to recognise those signs when they become evident.



If you become aware of a potential safeguarding issue or need advice or support in this area, please contact safeguarding@ube.ac.uk



Teaching and learning

During their apprenticeship, your apprentice will be expected to carry out a range of teaching and learning activities, delivered in a variety of ways, including:

- Web-based tuition
- Learning and online research using the University's VLE and other resources
- Peer to peer learning
- One-to-one academic support and guidance
- Professional practice workshops where applicable

Apprentices' AOs are responsible for ensuring all necessary support is in place and for helping to manage any situations that arise during their apprenticeship.



Off-the-job training (OTJT)

Off-the-Job Training (OTJT) is a statutory and a legal requirement of an apprenticeship. To retain Apprenticeship Funding eligibility, your apprentice must stay on track with their OTJT each month and the training activities undertaken must take place during the apprentice's working hours. This is the requirement throughout the duration of the practical period of the apprenticeship (i.e. excluding end-point assessment).

During this time, your apprentice will be learning, developing and practicing new knowledge, skills and behaviours as outlined in published Apprenticeship Standard.

Your apprentice will be set the mandatory number of off-the-job training hours they must complete and it is up to you to ensure this off-the-job Training time is facilitated within your organisation. Whilst training must take place weekly, it could be carried out as a day or

two half days a week, reserved for one day each week, carried out in block activities or it could be a combination.

OTJ does not mean the apprentice will be away from their day-to-day role activities for all this time. Some of the OTJT will be in the form of shadowing, carrying out tasks they haven't carried out before, practising things that they are not yet fully competent in, as well as ad hoc learning in meetings, reviewing journals or articles which are related to their job role and their apprenticeship.

Your support in this area is essential; ensuring your apprentice is available to attend training/CPD and making sure they have the opportunity to put their knowledge, skills and behaviours into practice.



Off-the-job training (OTJT)

It's really important that your apprentice records their OTJT on a weekly basis, as they need to evidence that they are meeting this vital requirement. As per the DfE Apprenticeship Funding Rules, the University mandates that apprentices provide a written record of their off-the-job training activity to their AOO on a monthly basis.

During their practical period, your apprentice will be expected to carry out a range of learning activities, delivered in a variety of ways, including:

- > Web-based tuition
- > Learning and online research using the University's VLE and other resources
- > Peer to peer learning
- > One-to-one academic support and guidance
- > Professional practice workshops where applicable

Apprentices' AOOs are responsible for ensuring all necessary support is in place and for helping to manage any situations that arise during their apprenticeship.

[View off-the-job guidance >](#)

Progress reviews

Progress reviews will be scheduled by the AOO on a 12 weekly basis and your involvement as line manager is an essential requirement at University of the Built Environment.

Progress reviews are an opportunity to discuss all aspects of the apprenticeship including:

- > Progression through the apprenticeship
- > Achievement of targets set in earlier sessions
- > New targets and objectives that will support your apprentice in gaining all the skills, knowledge and behaviours required by the apprenticeship standard
- > OTJ compliance Safeguarding and Prevent (line management involvement in this discussion is not mandatory)
- > Anything else relevant to the apprenticeship

The AOO will encourage you to discuss the progression of your apprentice and comment on their workplace development. Your support in setting realistic actions and targets is essential. You will also have the opportunity to raise any concerns.



End-point assessment (EPA)

End-point assessment takes place at the end of the apprenticeship. It is during the EPA that your apprentice will need to demonstrate all the knowledge, skills and behaviours they have acquired and developed throughout their apprenticeship.

The evidence presented at EPA will be based on the learning and skills developed during the apprenticeship. The AOO, with your support, will help your apprentice prepare for EPA throughout the apprenticeship, by setting learning and assessment targets based on the apprenticeship standard, and by giving feedback on things done well and areas for improvement.

As the apprenticeship progresses towards the gateway the AOO will arrange a meeting with you, your apprentice and their Mentor/ Supervisor/Counsellor to discuss the apprentice's readiness for the EPA.

Change of circumstances

Every apprentice needs to commit to the completion of their apprenticeship programme, but University of the Built Environment recognises the potential for an apprentice's circumstances to change during the period of their apprenticeship. University of the Built Environment apprenticeship team is here to help you make the adjustments necessary for your apprentice to progress and successfully achieve. The University will treat every apprentice as an individual and consider the range of adaptive practices that may be utilised to enable them to successfully complete their training programme.

Break in learning

In those circumstances where a programme adaptation is not possible an apprentice will have no alternative but to pause their apprenticeship (for example, this may be due to maternity or paternity leave, ill health). University of the Built Environment will arrange for a break in learning and agree a return date taking into consideration the semester delivery on the degree programme.

It is important, that you make the AOO aware of any changes in your apprentices' circumstances as soon as possible as it may impact their funding eligibility.



How we study

Study at University of the Built Environment is not like a campus university. Apprentices do not attend lectures, seminars and tutorials face to face with a tutor and their peers. Instead, they study at a distance but with access to a Virtual Learning Environment (VLE) by means of which they benefit from online resources and support.

Campus universities will no doubt have a freshers' week where students can get used to campus and orient themselves. The University is no different in that we have a virtual orientation week where apprentices are provided an induction to their programme, to their modules and to studying online at a distance so that they can get the best out of their time at the University.

They are also made aware of all of the support facilities that are available to them both digitally and via members of staff including student central, the disability team and the academic support tutors.

The VLE

University of the Built Environment uses software known as Moodle for their VLE and to deliver programmes that are broken down into modules of study, examples being law, valuation, construction, planning, and so forth.

Each module contains around 20 weeks of study activity organised into weekly blocks on the VLE where apprentices will find structured reading, video, voiceover slide presentations, activities, interactive knowledge checks, quizzes and more, to provide them with the necessary knowledge and information. The top block provides a module orientation section which introduces the module, its purpose, the learning outcomes, the staff and contacts, a module map and a webinar schedule.

The VLE also provides access to a number of general resources via links such as 'My Modules', 'e-Library', 'Help', 'Student Hub' and 'Study Skills'.

These include downloadable module maps, fact sheets, flow charts and other documents as well as audio/video content, web links and chat forums.



Important study features

To get the best out of their learning there are a number of key features of the VLE that apprentices need to engage with. Weekly live webinars will help explain the key points for that week and address any questions that apprentices might have on the learning for that week. These are recorded for the benefit of any apprentices who cannot attend the live event.

The VLE also hosts forums. Weekly forums are where apprentices can ask questions via a chat facility which allows responses from tutors as well as fellow apprentices. Assignment forums are where an apprentice can ask questions that specifically relate to their assignments, meaning they receive a valuable response to ensure they are on the right track for a successful submission.

Each week there is a weekly wrap-up posted on the VLE which helps apprentices to pull the very best

out of the week's activities and which generally highlight the information from the week that is relevant to their assignment. This helps them to absorb the information, so they can assimilate it and use it in their assignment and assessments. Module Leaders will also arrange drop-ins, or as necessary, one-to-one sessions where apprentices can interact with their tutors and peers.

A feature of learning at the University is that the VLE is largely asynchronous meaning that apprentices will not receive an immediate reply to their chat forum requests but staff endeavour to respond by the close of the next working day. This calls for apprentices to organise their studies, to allow sufficient time for direction and answers to questions to be received, so that they can utilise them in their assignments and their general study.

Ethical behaviour

Our degree programmes are accredited by professional bodies such as the RICS, CIOB, CABE and others, who all promote and maintain high standards of ethical practice. Likewise, we expect our apprentices to do the same in their academic conduct. Accordingly, University of the Built Environment has an academic misconduct process where any apprentice found cheating, by means of plagiarism, collusion or the fraudulent use of support provisions such as extensions or mitigations can expect to be investigated and if found guilty, sanctioned accordingly.

Problems often begin with the simple question 'Can I have a look at your assignment?' Especially where they work within the same firm or office, apprentices need to be aware that such a seemingly innocent request can have dire

consequences, implicating an often innocent party in an allegation of collusion.



Assessment

Assessment is by a range of means including essays, report writing, the creation of professional documents, drawings, calculations, valuations, and more along with computer marked assessments for more mathematical subjects. Apprentices will also produce a project not unlike the dissertation in a campus university, where they receive supervision from an allocated member of staff to assist them during what is their largest and most significant piece of assessment.

Most modules contain 2 assessments, the first one worth 40% and the second one worth 60%. This gives the apprentices an opportunity to gain valuable feedback on their first assignment so as to know how to improve and to address some of their weaknesses in readiness for their second assignment. Data tells us that apprentices who engage well with their first assignment, go on to

pass the module, and where they can consistently do this throughout their course, they attain good degrees.

The degree classification is based on the overall average of all of their level 6 modules. This means that in practical terms they only have to pass level 4 and 5 modules at 40%. However, apprentices should use levels 4 and 5 to benchmark their own performance, aiming for a rising curve that peaks in their final year where the marks count.

Data tells us that apprentices outperform non-apprentices in grades and degree classifications.

Submission and feedback

All assignments are submitted via an online portal called Turnitin where work uploaded is run through an anti-plagiarism checker before being made available to staff, who then mark and provide feedback online within 4 weeks of the submission date.

Feedback is the life blood of successful learning, and this comes in the form of:

1. Quick marks – brief on script comments
2. Feedback summary – a narrative created within a template that highlights strengths and weaknesses in their work and suggests improvements that can be made
3. Rubrics – a series of sliders showing apprentices their relative performance under each of the assessment criteria.

In addition, general feedback is provided in a recorded webinar available to all the apprentices and feed-forward is provided via special Assignment Webinars in advance of the submissions and the associated

Q&A forums provide hints, tips and other direction to ensure apprentices can do their best.

Stakeholder responsibilities during apprenticeships

The apprentice should:	The employer/line manager should:	University of the Built Environment will:
Take responsibility for their own learning, development and progression and work collaboratively with their employer, the University and where applicable, Runway Training to complete their functional skills.	<p>Ensure the apprentice is employed for at least the duration required to complete the entire apprenticeship, including end-point assessment.</p> <p>Ensure the apprentice is paid in accordance with the National Minimum Wage requirements.</p>	Deliver the agreed elements off-the-job training and undertake the related on-programme assessment required for the apprentice to meet the requirements for progression to end-point assessment.
	<p>Provide the apprentice with an appropriate workplace induction, including relevant health and safety information.</p> <p>Ensure the apprentice is provided any personal protective clothing and safety equipment required for them to carry out their day-to-day work.</p>	Ensure that the apprenticeship is managed and delivered in an efficient way. We will provide the apprentice with an induction and appropriate information, advice and guidance during their entire apprenticeship.
		Ensure the provision of appropriate additional learning support and reasonable adjustments are implemented and monitored as required.
<p>Prepare, attend and actively contribute to their scheduled progress reviews.</p> <p>Attend progress reviews punctually and avoid rescheduling meetings.</p> <p>Apprentices should treat progress reviews as they would any other professional meeting.</p>	Cooperate with University of the Built Environment in relation to the review of the apprentice's progress to include preparation for, and proactive participation in and/or contribution to each scheduled review.	Work collaboratively with the apprentice and line manager to ensure the apprentice's learning, development and progression are recognised and recorded in the scheduled progress reviews.

Stakeholder responsibilities during apprenticeships

The apprentice should:

Undertake the on and off-the-job learning, assessment and end-point assessment activities required to complete the apprenticeship within the planned duration. To include producing all required evidence/documentation related to progression and completion.

Undertake off the job training in accordance with the Training Plan and maintain an accurate and up to date off-the-job training diary to evidence off-the-job training hours as stated in the apprenticeship funding rules.

Promptly inform the University, via the allocated AOO if any matters or issues arise that may affect the apprentice's learning, development and employment progression.

The employer/line manager should:

Work collaboratively with the apprentice and University of the Built Environment, including coordination of on and off-the-job training and provide the apprentice with the opportunity to practice and embed new skills in the work environment.

Provide the apprentice with the on-the-job training, mentoring and support required to enable them to complete the apprenticeship, including end-point assessment within the planned duration.

Ensure the provision of appropriate additional learning support and reasonable adjustments are implemented and monitored as required.

Promptly inform the University, via the allocated AOO if any matters or issues arise that may affect the apprentice's learning, development and employment progression.

University of the Built Environment will:

Work collaboratively with the apprentice and line manager to support the coordination of on and off-the-job training.

Check the delivery and recording of the off-the-job training (excluding end-point assessment) and quality assure the management of the apprenticeship including any subcontracting requirements.

Promptly inform the line manager, via the allocated AOO if any matters or issues arise may affect the apprentice's learning, development and employment progression.

Stakeholder responsibilities during apprenticeships

The apprentice should:

Participate in the Gateway Progression Review meeting to determine if they have met the requirements for progression to end-point assessment, including meeting the required minimum off-the-job training requirement.

The employer/line manager should:

Participate in the Gateway Progression Review meeting to determine if the apprentice is deemed to have met the requirements for progression to end-point assessment, including meeting the required minimum off-the-job training requirement.

University of the Built Environment will:

Arrange and participate in the Gateway Progression Review to determine if the apprentice has met the requirements for progression to end-point assessment, including meeting the required minimum off-the-job training requirement.

Additionally

The apprentice should:

Comply with the policies and procedures of their employer and the University and agrees to:


- University of the Built Environment providing staff within their employer with access to information on their conduct, progress (including results), attendance and punctuality.
- University of the Built Environment providing the end-point assessment organisation with such personal data and information as is necessary for registration.

The employer/line manager should:

Provide the apprentice with a workplace mentor/supervisor, workplace technical mentor and if applicable for the apprenticeship a RICS qualified counsellor.

University of the Built Environment will:

Promptly investigate issues raised by the apprentice and/or line manager in relation to the delivery of the apprenticeship, including where applicable, delivery undertaken by the delivery subcontractor.



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'University of the Built Environment' is a business
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