



Job title	Degree Apprenticeship Skills Tutor	Job family and level	APM4
School/ Department	Professional & Workbased Learning	Location	Hybrid working based at Jubilee Campus and University Park Campus Professional Service Hubs

Purpose of role

Apprenticeships Skills Tutors are instrumental in supporting the high-quality delivery of Apprenticeships across the University's key sectors of Data & Digital, Biomedical & Health, and Engineering. Experienced in coaching, tutoring or workbased learning, the Apprenticeship Skills Tutor will join a dedicated team within the University, working closely with academic experts and professional services staff to support the apprentice and their employer in developing and evidencing new workplace knowledge, skills and behaviours.

Possessing excellent communication skills and the ability to work with a variety of businesses and organisations, the Apprenticeship Skills Tutor will undertake regular Tri-Partite reviews with apprentices and their employers to support the apprenticeship journey and the University's compliance with funding rules. A strong customer focus, attention to detail and accuracy are essential for this role as is experience of demonstrating the ability to prioritise own workload, dealing with conflicting deadlines and ensuring deadlines are met.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Manage a caseload of apprentices from start to successful completion</p> <ul style="list-style-type: none"> ▪ Manage c.60 apprentices on apprenticeship programmes ▪ Develop knowledge and understanding of the programme structure, content and assessment to a level enabling confident discussion with stakeholders ▪ Contribute to ensuring relevant processes and practices meet the requirements of the relevant regulatory bodies. 	10%
2	<p>Collate data from University systems to enable accurate progress monitoring</p> <ul style="list-style-type: none"> ▪ Use data from Monthly Programme Reviews, interrogate Aptem (the system in use to track and evidence student progress), review attendance records and other data sources to develop a complete view of apprentice progress 	10%

3	<p>Plan, deliver and record regular Tri-Partite review meetings in compliance with the funding requirements</p> <ul style="list-style-type: none"> ▪ Plan termly/12 weekly schedule of review meetings on a rolling basis for the upcoming year ▪ Represent the University in review meetings with individual apprentices and their employers (usually a three-person meeting exploring progress, challenges and future development). ▪ Triage apprentices to identify whether academic intervention is required at the review meeting ▪ Record fully complete and compliant review notes in Aptem to agreed Service Level Agreements 	30%
4	<p>Set and monitor action plans for apprentices</p> <ul style="list-style-type: none"> ▪ Motivate and set actions to stretch learners ▪ Motivate and set remedial action for learners who are falling behind or otherwise in need of additional support - this may include delivering some support directly. ▪ Aim to keep all learners on schedule with their programme and acquisition of Knowledge, Skills and Behaviours, and with collation of evidence to support their learning journey 	10%
5	<p>Support the evidencing of knowledge, skills, and behaviours (KSBs) in the workplace</p> <ul style="list-style-type: none"> ▪ Advise and guide apprentices, their work mentors and line managers in confidently applying and evidencing KSBs ▪ Advise and guide apprentices, their work mentors and line managers in developing/identifying new activities/projects/responsibilities in the workplace to apply and further develop skills 	10%
5	<p>Support apprentices, workplace mentors and line managers in the continued development of apprenticeship portfolios and preparations towards End Point Assessment</p> <ul style="list-style-type: none"> ▪ Embed knowledge of and planning for End Point Assessment from the start of the apprentices' journey, ensuring that evidence is collated and that they have a full understanding of what they are working towards ▪ Prepare apprentices and employers for Gateway Review 	5%
6	<p>Support apprentices, work mentors and line managers in using Aptem</p> <ul style="list-style-type: none"> ▪ Develop good practice regarding making regular reflective entries in learning logs and End Point Assessment portfolio preparation 	5%
7	<p>Contribute to the culture of safeguarding</p> <ul style="list-style-type: none"> ▪ Discuss Safeguarding, Prevent and Health & Safety as part of every review and make any necessary referrals to Report & Support or the relevant University support services as appropriate ▪ Encourage apprentices to consider Safeguarding, Prevent and Health & Safety within the context of their own job and workplace 	5%
8	<p>Assist with the planning and delivery of induction programmes</p>	5%
9	<p>Assess and report on Aptem entries that apprentices submit as evidence</p>	5%

	<ul style="list-style-type: none">▪ Provide the apprentice with timely quality, constructive and supportive feedback where appropriate	
10	Any other duties commensurate with the role	5%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Good interpersonal and negotiation skills ▪ Team player, able to develop and maintain productive working relationships ▪ Excellent organisational skills ▪ Good problem solving skills ▪ Good literacy and writing ability 	<ul style="list-style-type: none"> ▪ Competent in the use of Aptem
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of delivering and/or internally quality assuring Apprenticeship frameworks or standards ▪ Experience of working independently and managing sensitive relationships within complex situations ▪ Experience of Safeguarding 	<ul style="list-style-type: none"> ▪ Sector knowledge/experience in either Data & Digital, Biomedical & Health, or Engineering ▪ Experience of Ofsted inspection
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Degree qualified in relevant subject/relevant formal training, plus some hands on experience in a similar or related role(s). ▪ OR Proven track record of extensive relevant work experience, demonstrating practical and theoretical knowledge of a specific/specialised field of work. 	<ul style="list-style-type: none"> ▪ Teaching qualification ▪ Coaching qualification



Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others



