**Apprenticeship Learning, Teaching and Quality Enhancement Evaluation and Development Plan for 2023/24**

The preparation and subsequent discussion of the Apprenticeship Learning, Teaching and Quality Enhancement Evaluation and Development Plan should enable the Apprenticeship Subcommittee (APSC) of Academic Standards and Quality Enhancement Committee (ASQEC) to evaluate the academic health of apprenticeship provision, identify priorities for action and good practice.

The Annual Evaluation process takes an evidence-based approach to action planning. The value of this process lies in all participants taking an honest, reflective and evaluative approach to a range of evidence that includes metrics, external examiner and apprentice feedback.

APSC should take responsibility for the Evaluation and Development Plan.

On behalf of APSC, the Chair and Deputy Chair should use the following evidence base as the primary source for compiling the Evaluation and Development Plan:

1. OfS B3 metrics for subjects related to School in terms of continuation, completion and progression: distance from threshold and distance from benchmark
2. Statistical data related to key performance indicators at School and course level (externally benchmarked where possible) to inform evaluation against headings of this report
3. Apprentice feedback, including module evaluation, CES and NSS response rates and outcomes
4. External examiner, PSRB, Link Tutor and other external reports
5. Employer feedback and survey responses
6. Impact of developmental and enhancement activity including themes arising from processes such as: lesson observations, initial needs assessments, individual learner reviews and employer reviews

It is not expected that reference to Course Annual Evaluation Reports is made in the Evaluation and Development Plan, although attention may be drawn to excellent performance or courses where there may be significant challenges or issues. The emphasis is on managing risk and planning for continuous improvement.

The Evaluation and Development Plan should also address how the University Learning and Teaching Strategy and associated development priorities will be taken forward. This means that there is a single integrated action plan for the apprenticeship provision.

For each of the headings below a short statement of evaluation together with planned School level developments should be provided. It is suggested that you use bullets and avoid describing data trends etc but identify where there is outstanding achievement or a need to for improvement action.

For the quality improvement plan (QiP), specific actions should be identified, indicating who is responsible, the key dates/milestones for achievement and the intended success criteria/impact. It is not necessary to identify actions in relation to every heading in each section, and it is assumed that course/ apprenticeship level actions are identified in the Course Annual Evaluation Reports/ Apprenticeship Self- Assessment Report.

The APSC should monitor, a minimum of twice per annum, progress against the Apprenticeship Quality Improvement Plan. This should focus not just on whether actions have been completed but should also involve analysis of impact.

**OfS subject level apprentice outcomes (B3)**

**Full-time first degree**

**Full-time other degree**

**Full-time taught postgraduate**

**Part-time taught first degree/other degree/postgraduate with xx+ apprentices**

Data tables can be pasted into this page or attached.

Please provide a commentary in relation to any outcomes that are RED i.e. below threshold or materially below benchmark and specific actions that will be taken to secure improvement (cross refer to the action plan).

**Section 1: Recruitment, retention, continuation, completion and progression**

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| **Apprentice recruitment & demand**   * Recruitment trends for apprenticeships over the last 3 years * Applications and admissions data * Commentary on recruitment, employer and stakeholder and other activities to sustain markets and broaden intakes * Challenges faced within certain apprenticeships * Commentary on impact of initial needs assessment (INA) |
| **Widening access, inclusion and participation in Higher Education**   * Data on recruitment by apprentice characteristic and action to widen participation * Evaluation and commentary on inclusive practice and accessibility, taking account of intake * Action to address differences in outcomes by social group |
| **Apprentice withdrawals and academic failure**   * Trends in withdrawals (incl temporary withdrawals) over last 3 years * Analysis of reasons for withdrawals * Analysis of reasons for academic failure * Commentary on actions taken to improve retention and academic success |
| **Apprentice continuation and completion**   * Trends over last 3 years * Analysis of reasons for any changes and impact of any actions taken to improve |
| **Progression to highly skilled employment/further study**   * Trends over last 3 years * Data/metrics regarding progression to graduate destinations and further study and other outcome related measures – e.g. LEO and career-readiness, for 3 years to show trends and externally benchmarked where possible * Impact of actions taken to improve graduate outcomes etc |

**Section 2: Apprentice engagement, satisfaction and support**

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| **Apprentice engagement**   * Apprentice engagement with learning (as measured through CES and NSS apprentice engagement measures, and retention) * Apprentice feedback across the schools (CES, NSS and PTES: strengths and areas for improvement * Apprentice feedback through student representative system * Evaluation and commentary on effectiveness of working in partnership including arrangements for apprentice representation and response rates for module evaluation and surveys etc. |
| **Academic support for apprentices**   * Apprentice satisfaction with academic support and Personal Academic Tutor systems * Evaluation and commentary on the effectiveness of academic support, including PAT systems in the light of data/metrics and other feedback * Evaluation and commentary on the effectiveness of impact of Individual learner Progress Reviews (ILPRs) * Evaluation and commentary on effectiveness of assessment and feedback management policy /practice, drawing on evidence from apprentice surveys and external examiners etc. and including plans for enhancement and continuous improvement etc |
| **Module pass rates, grade profiles and classification outcomes**  Data on the above is available for the purposes of AER, and APSC should review this to identify modules which in terms of success rates or grade profiles are outliers. APSC should also review data available on PowerBI on classification profiles for different groups. |

**Section 3: Working with others**

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| **Employer engagement and management of apprenticeship**  Evaluative commentary might include reference to:   * Explicit employability and entrepreneurship strategies (including employer engagement, surveys and careers education) and their effectiveness at Organisation/School/Departmental and course levels * Employer and apprentice/graduate engagement in course design and review * Employer links and collaborations |
| **Collaborative provision**   * Challenges and opportunities presented by partnership arrangements and cost/benefit analysis * Trends in recruitment, retention and completion data for 3 years * Effectiveness of risk management |
| **Matters arising from External Examiners, PSRBs, or stakeholders**   * APSC to identify any common actions/ issues raised by External Examiners, PSRBs, or stakeholders |
| **Apprenticeship development**  Commentary on participation in apprenticeship development programme/ workshops and engagement with and impact of staff professional development for apprenticeship provision. |

**Section 4: Self-assessment against Ofsted judgements**

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| Provide a comparative assessment of current performance across apprenticeship portfolio against the Ofsted criteria   |  |  | | --- | --- | | **Quality of Education** | **Outstanding/ Good/ Requires Improvement/ Inadequate** (delete as applicable) | | Strengths… | | | Areas for improvement… | |  |  |  | | --- | --- | | **Behaviours and Attitudes** | **Outstanding/ Good/ Requires Improvement/ Inadequate** (delete as applicable) | | Strengths… | | | Areas for improvement… | |  |  |  | | --- | --- | | **Personal Development** | **Outstanding/ Good/ Requires Improvement/ Inadequate** (delete as applicable) | | Strengths… | | | Areas for improvement… | |  |  |  | | --- | --- | | **Leadership and Management** | **Outstanding/ Good/ Requires Improvement/ Inadequate** (delete as applicable) | | Strengths… | | | Areas for improvement… | | |

**Section 5: Apprenticeships identified as in need of additional support**

**Apprenticeship Courses identified as in need of additional**

Please list all apprenticeship courses identified as in need of additional support, the reasons for this and the nature of the additional support and the monitoring that will be put in place

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| **Course** | **Reason for identification** | **Additional support to be provided** | **By Whom** |
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**Section 6: Matters to be referred beyond APSC**

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| In reviewing progress on the previous year’s action plan and the evidence for the current year, APSC may identify matters of policy, process or practice which it considers would benefit from consideration at institutional level. These might include:   * Matters raised by apprenticeship external examiners, employers, apprentices or PSRBs that require an institutional perspective or review * Matters where policies or processes would benefit from institutional review * Matters where there would appear to be a need for staff development and or the development of new shared resources or guidance * Matters related to the effectiveness of the AER process   Any issues that are for specific support departments and relate only to a School should be raised directly with the school concerned. |

The Academic Quality Unit (AQU) will issue a spreadsheet of approved apprenticeship provision. The spreadsheet will be saved on [SharePoint](https://uniworcac.sharepoint.com/teams/uwd-0065/SitePages/Annual-Evaluation-Report.aspx) and a link to the information will be sent to the apprenticeship office and chair/ deputy chair of APSC. The spreadsheet should be used as a reference for which apprenticeships are expected to complete the Annual Evaluation process. The School Quality Administrator will be responsible for ensuring that reports for all awards within the School, including in relation to each partner, have been received. Quality Administrators will complete the spreadsheet, recording when reports have been received and the process is completed. **The completed spreadsheet should be appended to the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan**

**Lead author**

**Date completed**

This **Apprenticeship Learning, Teaching and Quality Enhancement Evaluation and Development Plan**, together with the Quality Improvement Plan template, needs to be completed by **November 2023** at latest to be presented to APSC and ASQEC provisionally scheduled for **December 2023.**

**Apprenticeship Quality Improvement Plan (QiP) 2023/2024**

\*Please also append last year’s QiP with a progress update.

This is a live document to be regularly reviewed and updated. It should:

1. identify actions arising from the review of data, and evidence from stakeholder feedback in this AER and any institution-wide enhancement or policy implementation initiatives set for the academic year.
2. It should also identify objectives and actions arising from planning implementation of the University [L+T Strategy](https://www2.worc.ac.uk/qed/documents/LT-Strategy-2020-2025-final-version-July-2020.pdf). Current priorities are improving student outcomes (retention, completion and progression to graduate level employment/further study) and embedding graduate attributes.
3. Objectives and actions may be set for longer time periods than one academic year, but in such cases milestones for achievement should be set.

Progress updates against the QIP are required at milestones throughout the academic year to APSC, although more frequent engagement with the improvement plan will be undertaken through Schools delivering apprenticeships, supported by the Apprenticeship Office.

**Red, Amber Green categorisation will be used to monitor and rate performance against key priorities**

**Red: Action to carry forward / for discussion**

**Amber: Progress is being made/partially met target**

**Green: Action completed/met target**

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| **Theme** | **Intent** | **Implementation** | **Impact/ criteria for success** | **Responsibility** | **Completion by date** | **Progress/ current activity against impact** | **Last date QiP updated** |
| **Quality of Education** |  |  |  |  |  |  |  |
| **Behaviour and attitudes** |  |  |  |  |  |  |  |
| **Personal development** |  |  |  |  |  |  |  |
| **Leadership and management** |  |  |  |  |  |  |  |