**Course Annual Evaluation Report and Apprenticeship Self-Assessment Report for 2024/25 and Enhancement Plan**

**Please save this template to your School SharePoint folder before completing**

Report authors should seek to highlight any key successes, changes, or issues, and where possible (e.g., in relation to statistical indicators) look at trends over the last three years.

All courses should self-assess against OfS outcome thresholds and benchmarks (see executive summary section). This information will be made available.

The course AER will focus on data from the PowerBI reports showing outcomes and performance for the academic year 2024/25.

Where data is not available, or is based on small numbers, please indicate that this is the case.

**Report authors are encouraged to use a bullet point format to provide brief commentary under each heading (the questions are prompts and should not be taken as defining what is considered under each heading**. The document should be a concise record; provide detail where required but there is no need to replicate every piece of data particularly where outcomes are green/positive.

You are asked to evaluate aspects of your course, focusing on outcomes as indicators of the effectiveness and impact of the course, using the following judgements:

**Green**: the course exceeds expectations on this measure and evidence indicates it is one of the top performing courses of its kind in the sector; in terms of outcome indicators this means it is more than 2.5% above benchmark.

**Amber**: the course comfortably meets expectations on this measure and evidence indicates that it performs well in comparison to similar courses in the sector; in terms of outcomes this means it is broadly in line with benchmark and not on a negative trajectory year on year.

**Purple:** the course is only just meeting expectations on this measure and evidence suggests improvements are necessary to develop to ‘good’.

**Red:** the course is below threshold and/or more than 2.5% below benchmark, and action is required to change this.

The report and associated appendices and evidence sources are designed to present sufficient information to the Head of Department and School Senior Management Team to enable:

1. evaluation of the academic health of all provision within the Department and School
2. identify any courses that may require specific attention and/or support in the current reporting year
3. identify matters for the School or the University to address in relation to quality and/or standards issues, and also identify good practice that is worthy of sharing more widely
4. ensure that there is a full and appropriate response to external examiners
5. agree a set of actions/priorities for the school to enhance the quality of courses and the student experience in the form of an Enhancement Plan.

The apprenticeship self-assessment report sections (shaded in blue) are mandatory for apprenticeship programmes and are focused on the [Ofsted inspection criteria](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework). When they visit the University, Ofsted inspectors will ask how programme teams know that:

* apprentices are developing the knowledge, skills and behaviours required to successfully progress and achieve competencies (both on and off the job)?
* all apprentices are achieving equally?
* the teaching and learning strategy has the intended impact and is meeting the needs of apprentices, employers, other stakeholders?

Please annexe the following documents to the AER report and upload to the relevant [SharePoint folder](https://uniworcac.sharepoint.com/teams/uwd-0065/SitePages/Annual-Evaluation-Report.aspx) for your School.

1. Enhancement plan with progress update from last year.
2. Enhancement plan for the current academic year.
3. Student Staff Liaison Committee minutes.
4. External examiner reports including response.
5. PSRB report(s) as applicable.
6. Link Tutor report (if applicable).
7. Partner Overview Report (if applicable).

**AER guidance on PowerBI data**

**Data published in** [**PowerBI AER reports**](https://app.powerbi.com/groups/me/apps/efda6f7e-0594-489f-8e7d-3c9b2104c661?experience=power-bi)

PowerBI allows you to select a range of filters to refine the data available to you for your course(s). For the AER, we recommend the following are set:

* UW or partner college (default is UW)
* School
* Course route – selects an individual course (e.g., Single Honours History) – if you are using Course Route then always select the full course title (e.g., Single Honours History), as otherwise you may select an old course that does not contain any data

or

* Pathway Group – selects the highest ‘subject’ level (e.g., History – would select all SH, JH & Majors (exclude Minors in Pathway type))
* Pathway type – can be used to refine to just SH/JH/Foundation etc. Note that for AER purposes Major and Single Hons should be selected where required, Minor is not used as this would double count
* Level of Study – for UG use 3-6, for PGT courses use 7
* Mode of attendance - unless you have a large number of PT students on your courses, then select FT and Other (note both must be selected for DNR totals to be correct)
* Academic year – provided for current and previous year

Further guidance on using PowerBI is highlighted in the relevant fields below.

Data will be added to [SharePoint](https://uniworcac.sharepoint.com/%3Af%3A/s/uwd-0246/Eq7j1MQ7LA5FpQVbXcdj-vcBpsqE9BbMDiQbUUGtg_8lUg?e=rvs5Nx) and PowerBI when available.

**Guidance on completing the template**

Please use colour fill to RAG rate all assessments – this makes it easy for readers to see at a glance what the issues and priorities for the course are.

Please ensure that last year’s progress update on the enhancement plan provides information on what was done and its impact. Actions should be RAG rated as follows: **green** for successfully completed actions, **amber** for actions that are in progress with a revised completion date, **purple** for actions that need revisiting/reframing, and **red** for actions that have not progressed or have not been completed.

Please complete each section of the template using a succinct bullet point style to highlight issues/successes. More detail should be provided where ratings are ‘requires improvement’.

**School:**

**Course/Programme title:**

**Award titles covered by this report:**

**Date report completed: Author:**

**Progress on enhancement plan**

Provide a short (maximum 5 bullet points) narrative on progress against key actions from the previous enhancement plan. What were the priorities? What is working and what is not working in terms of intended impact? What needs to be done differently?

**Executive summary:**

Please complete the executive summary tables below, RAG rating the assessment column as either green, amber, purple or red.

**Recruitment**

Complete the table below with progress against current School/course targets for recruitment (use UCAS cycle data on offers to provide context where needed)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | School/course target | Progress +/- against target | Assessment (R/A/G/P) | Action plan ref |
| Recruitment  |   |   |   |  |

**OfS B3 student outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | B3 subject difference to threshold | B3 subject difference to benchmark | Subject level assessment of outcomes (R/A/G/P) | B3 course data difference to threshold | *Refer to course outcomes in sections 2, 4, 6* |
| Continuation  |  |  |  |  |
| Completion |  |  |  |  |
| Progression |  |  |  |  |

Data found in [AER B3 data](https://uniworcac.sharepoint.com/%3Af%3A/s/uwd-0246/EuLRVp-bk8hGuk6-YFzhH0gByEdmOq4WPQZ4c-2dhpnWJg?e=fwdMYi) folder and [PowerBI](https://app.powerbi.com/links/fo_yz9LVwz?ctid=63388041-0329-433c-a4b1-19a28fce31c6&pbi_source=linkShare). Use subject summary table to identify difference to threshold/benchmark for the overall subject that your course sits within, and course level data for each measure to identify difference to threshold for your course. **Course outcomes should be referenced in relevant sections (2 – Retention, 4 – Completion, 6 - Progression)**

**National Student Survey for UG courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2025 survey % positivity measure**  | **2024 survey % positivity measure** | **Assessment:****Outstanding/****Good/****Requires Improvement** | **Action references** |
| **Learning and Teaching** |  |  |  |  |
| **Assessment and Feedback** |  |  |  |  |
| **Academic Support** |  |  |  |  |
| **Learning Resources** |  |  |  |  |
| **Student Voice**  |  |  |  |  |

**Or PTES for postgraduate taught/PGCE courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2025 survey % satisfaction**  | **2024 survey % satisfaction** | **Assessment:****Outstanding/****Good/****Requires Improvement** | **Action references** |
| **Teaching** |  |  |  |  |
| **Engagement** |  |  |  |  |
| **Community** |  |  |  |  |
| **Assessment**  |  |  |  |  |
| **Dissertation** |  |  |  |  |
| **Organisation**  |  |  |  |  |
| **Resources** |  |  |  |  |
| **Support** |  |  |  |  |
| **Skills Development** |  |  |  |  |
| **Overall Satisfaction** |  |  |  |  |

**Apprenticeship Education Inspection Framework**

|  |  |  |
| --- | --- | --- |
|   | **Assessment:****Outstanding/****Good/****Requires Improvement** | **Action references** |
| **Quality of Education**  |   |  |
| **Behaviours and attitudes**  |   |  |
| **Personal development**  |   |  |
| **Leadership and management**  |   |  |
| **Safeguarding**  |   |  |
| **Overall judgement** |   |  |

**Courses should self-assess and RAG rate by shading the assessment as green, amber, purple or red.**

**Cross-refer to actions in enhancement plan.**

**Please note that there is no need to describe the data in the commentary where outcomes are green/amber unless there has been a significant improvement due to enhancement actions. Red/purple outcomes should reference data where required**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Recruitment and student profile** (data available December)

[PowerBI Applications excl Withdrawals total conversion rate]* *How successful is recruitment to the course in terms of applications and admissions in relation to targets?*
* *What has been the impact of any recruitment initiatives you have undertaken over the last two years (either to improve recruitment overall and/or to strengthen recruitment of students from diverse backgrounds and under-represented groups)?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2. Retention** (Students who started the programme and withdrew or did not return, excluding those who withdrew within the first 15 days of starting the course)**)** (Live data from December onwards; report on end of year figures (most accurate data available once reassessment boards have taken place)[PowerBI total withdrawn & DNR no. and % for each year and overall]* *How effective are course strategies for retention?*
* *How does the course perform in relation to B3 OfS thresholds for continuation?*
* *What has been the impact of initiatives to improve retention over the last two years?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3. Continuation to next level** (Students who successfully completed a year and progressed to the following year of study, including temporarily withdrawn students who returned(data available August – September)[PowerBI AER report total progressing with conditions/no conditions no. and %, and PowerBI retention report for temporary withdrawal data]* *How effective are course strategies for continuation?*
* *Is temporary withdrawal and/or return of students from temporary withdrawal an issue – and if so why and what action can be taken?*
* *What has been the impact of initiatives to improve continuation over the last two years?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4. Completion** (data available August – September) [PowerBI total completion no. and % (note FT only) * *How effective are course strategies for completion?*
* *Consider pass first time and non-submission rates.*
* *How does the course perform in relation to B3 OfS thresholds for completion?*
* *What has been the impact of initiatives to improve completion over the last two years?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **5. Attainment (**data available August – September) [PowerBI total no. and % First/Upper Second Class – note FT students onlyPowerBI module results data]* *How effective is the course in achieving good outcomes (as measured by proportion of 1 and 2:1 degrees if relevant or Distinction profiles if relevant) for students?*
* *How effective is the course in supporting to students to pass first time – module fail rates of 20% or above should be analysed, commented upon and relevant actions identified as appropriate*
* *Are there any marked inconsistencies or clustering of grades in the pass rates or grade profiles for modules?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **6. Progression (graduates in managerial/professional occupations or further study 15 months after graduation)** (Estimate September)[Graduate Outcomes data for 2020/21 – graduate activity and graduate employment]* *How effective is the course in enabling graduates to enter highly skilled (graduate) employment/further study?*
* *Comments on trends over the last three years*
* *How does the course perform in relation to OfS thresholds for progression?*
* *What has been the impact of any action you have taken in the last two years to improve graduate employment outcomes?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

**SAR 1: Student attainment and success**

Using your analysis of the apprenticeship data above, please comment on the quality of the learning experience (in relation to both on the job and off the job training) in terms of learner recruitment, continuation and outcomes. Please refer to the [Education Inspection Framework](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework) (Intent, implementation and impact statements)

|  |
| --- |
| **Highlight areas of strong performance:**   |
| **Briefly identify potential case studies/ evidence:**   |
| **Highlight any challenges/ areas for development (Identify actions in QIP):**     |

**SAR 2: End Point Assessment (EPA)**

Please reflect on the effectiveness of delivery of the EPA, in accordance with the IfATE principles set out in their [EQA framework](https://www.instituteforapprenticeships.org/media/5505/eqa-framework-august-2020-a.pdf).  Please also include an update on any actions or recommendations made through the readiness check, or most recent monitoring review, carried out by the Designated Quality Body on your EPA delivery. (For fully integrated EPA, some section may not be applicable, please note with N/A)

|  |  |
| --- | --- |
| **Number and Percentage of apprentices have completed the EPA in this academic year**  |   |
| **Evaluate the effectiveness of preparation for and delivery of EPA:**    |
| **Comment on the standards of student performance (as evidenced by feedback from apprentices, employers, EPA assessors, external examiners:**   |
| **How effective the involvement of employers has been, for example, in developing support materials and assessment materials for the EPA? (where appropriate):**     |
| **Comment on the recruitment and training of EPA assessors with appropriate expertise (where appropriate):**    |
| **Evaluate the effectiveness of the procedures in place for the development, delivery and review of EPA materials, and for ensuring an inclusive approach to EPA delivery (where appropriate):**   |
| **Briefly identify potential case studies/ evidence:**    |
| **Highlight any challenges/ areas for development (Identify actions in QIP):**    |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7a. Module evaluations Semester 1** (data available March)Blue feedback dashboard/ summary module results spreadsheet in AER folder]* *How effective is the course at securing good response rates across all modules?*
* *What proportion (x of y) modules indicate 90%+ satisfaction?*
* *What do module evaluations indicate about the impact of actions you have taken in previous years and any action that needs to be taken for future years?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7b. Module evaluations Semester 2** (data available July)[Blue feedback dashboard/ summary module results spreadsheet in AER folder]* *How effective is the course at securing good response rates across all modules?*
* *What proportion (x of y) modules indicate 90%+ satisfaction?*
* *What do module evaluations indicate about the impact of actions you have taken in previous years and any action that needs to be taken for future years?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **8. Student Representation and Student: Staff Liaison Committees** * *How effective is engagement with course representative?*
* *What has been the impact of any initiatives you have taken in the last two years to improve the effectiveness/impact of the course management committee?*
* *Review CES results on course representation questions*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **9a. UW Course Experience Survey outcomes** (data available April)[Blue Feedback Dashboard CES results by course and summary in [AER folder](https://uniworcac.sharepoint.com/%3Af%3A/s/uwd-0246/Eq7j1MQ7LA5FpQVbXcdj-vcBpsqE9BbMDiQbUUGtg_8lUg?e=rvs5Nx)]* *How effective is the course at securing high response (50%+) rates for the survey?*
* *What do the results of the surveys indicate about the impact of the student course experience on satisfaction and engagement?*
* *Has there been an improvement since last year?*
* *Is there significant difference between L4 and L5 student satisfaction?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **9b. NSS or PTES outcomes** (data available July)[Data on [SharePoint](https://uniworcac.sharepoint.com/%3Af%3A/s/uwd-0246/Eq7j1MQ7LA5FpQVbXcdj-vcBpsqE9BbMDiQbUUGtg_8lUg?e=rvs5Nx) – use quartile and ranking data as comparison to sector for NSS (subject folder), use ranking data for PTES]* *How effective is the course at securing high response rates for the survey?*
* *What do the results of the survey indicate about the impact of the student course experience on satisfaction and engagement?*
* *How do scores compare with similar courses in the sector – is the course performing within the top two quartiles on satisfaction?*
* *How does the course perform in relation to OfS TEF benchmarks (NSS only)?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **10. Placements and Work- based learning** * *What does feedback from students and from mentors/employer representatives indicate about the quality and the management of placements?*
* *How effective are the processes for feeding back and closing the loop following student evaluations with partners/ employers/placement providers and students?*
* *Are all required processes for risk assessment etc. in place?*
* *What is the take up of placement opportunities if optional?*
* *Review CES and NSS results on placements and work-based learning*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

**SAR 3: Apprentice and employer satisfaction**

|  |
| --- |
| **Based on your evaluation of data above, provide a narrative on themes arising from feedback from apprentices:**   |
| **Provide an analysis of findings from employer surveys:**     |
| **Provide a summary of themes arising from employer reviews (conducted during the year):**     |
| **Briefly identify potential case studies/ evidence:**      |
| **Highlight any challenges/ areas for development (Identify actions in QIP):**      |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **11.** **Developing Learning, Teaching and Assessment** *How has the team developed its approaches to learning, teaching and assessment e.g., in relation to research inspired teaching, use of digital technologies, employability, assessment consistency and assessment for learning, etc., and embedding academic support including the personal academic tutor system in the course academic experience?*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **12. Response to external examiner report(s)** *Please include in the AER evidence folder the external examiner report(s) with completed section 7 responding to issues raised. Use this section to make any additional points/responses (as appropriate). Any arising action points should also be included in the Enhancement Plan below.****N.B. Course AERs should be submitted by the deadline regardless of the absence of the external examiner’s report for the course, with an update provided once the report has been received****.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Apprenticeship | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |
| Fee-paying students | Exceeding expectations (Green) |  | Meeting expectations (Amber)  |  | Enhancement required (Purple) |  | Action essential (Red) |  |

 |

|  |
| --- |
| **13. SWOT analysis***In the light of your review of the evidence (both statistical and feedback from stakeholders), and overall evaluation of the excellence of the student educational experience, please provide a short SWOT analysis for the course, identifying its key strengths (aspects of excellence), its weaknesses, together with any identifiable opportunities that the team plan to take to strengthen the course further, and any threats you identify that may impact on the future viability and/or excellence of the course.  Generally, actions to address weaknesses, take advantage of opportunities and mitigate threats should feed through into your enhancement plan.** **Strengths:**
* **Weaknesses:**
* **Opportunities:**
* **Threats:**
 |

|  |
| --- |
| **14.** **Where applicable, summary of outcomes from any PSRB involvement in the year (reports, visits, accreditation, etc.)***If any such involvements raised issues of any kind, these* ***must*** *be noted in this section. PSRB reports received during the year should be located in the AER evidence folder.* |

|  |
| --- |
| **15. For collaborative provision only: Key points of relevance arising from Link Tutor report and/or Partner Overview Report** *The Link Tutor report and/or Overview Report should be located in the relevant SharePoint folder (see below).* |

|  |
| --- |
| **16. Enhancement plan for current reporting year** *(please use template and append to this report). Note: actions should clearly derive from evidence. It is expected that a variety of evidence is used to inform the Plan.**Provide the top three priorities for the coming year in the plan*  |

|  |
| --- |
| **17. Embedding graduate attributes** *Identify what you are doing to embed the graduate attributes of* ***social responsibility*** *and* ***digital citizenship*** *in the curriculum. Please make use of the* [*Guidance on embedding graduate attributes in the curriculum*](https://www2.worc.ac.uk/qed/documents/Embedding%20Graduate%20Attributes%20February%202024.pdf) |

**SAR 4: Ofsted judgements: Self-assessment**

* Give your assessment of current performance against the Ofsted criteria. Refer to evidence and provide good practice examples/case studies.
* Remember to address the ‘Three Is’: Intent, Implementation, Impact to illustrate the main strengths.
* Be honest and evaluative, and clear on the causes of any issues to Quality Improvement Planning (QiP)- carry forward any action necessary to address the areas for improvement (on the basis that we would like to ultimately gain a score of Outstanding overall)
* Where action is currently in progress to address one of these areas, please provide an assessment of the impact so far.

|  |  |
| --- | --- |
|  **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…   |

**Authorisation**

Report completed by [name of author] and submitted with all annexes on [date]

Head of Academic Department confirmation: [name] [date]

I confirm that I have read the AER and associated documents and confirm that the report and the enhancement plan is complete and of appropriate quality. All matters of concern previously identified have been appropriately addressed in the action plan.

[Name]

[Date]

**Enhancement Plan/ Apprenticeship Quality Improvement Plan (QIP) for 2025/26**

*Please identify key priorities for action to be instigated over the forthcoming academic year. Actions should arise from the preceding analysis of evidence, and also the Course Team’s plans for developing the course and for enhancing the student learning experience. Any item rated Purple or Red in the AER must have an action associated with it.*

*For courses which have undergone Periodic Review during 2024/25, please ensure that any Actions arising from the Periodic Review are carried forward into the Course AER Enhancement Plan for 2025/26.*

*The Enhancement Plan should be regarded as a ‘live’ document, to be reviewed and updated by the Course Management Committee throughout the year. Actions may be set for longer time periods than one academic year, but in such cases milestones for achievement should be set.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Issue or objective to be addressed** | **Action/s to be taken** | **Key dates for achievement of action/s** | **Key person/s responsible**  | **Criteria for success/impact** | **Progress****Please RAG rate**  |
| Indicate the issue you are intending to address *For example:* *Improved number of graduates entering highly skilled employment.* *Improved retention and achievement.**Consistent team approach to assessment feedback.* | Set out the key action/s that will be taken at Course level *For example:**Establish employer liaison group; Incorporate CV development into Level 5 core module; Map employability skills development at module level**Explore use of learning engagement data from BB to identify’ at risk’ students. Implement attendance monitoring on core on all modules.**Agree principles for giving feedback and share with students; Establish standardisation meetings in each semester* | Give indicative dates for achievement of key actions/ milestones*For example:**Employer liaison group established by Jan 2023 and 2 meetings held by June 2023* | Identify who will be responsible for leading/managing/monitoring the actions*For example:**AA (Course Leader)* | Specify how the success or impact of the actions will be measured*For example:**Employer liaison group established and 2 successful meetings**Core modules using BB engagement data; improved retention.**Improved NSS and CES scores on assessment and feedback to a minimum of 80%* | Record a running log of progress. Progress updates should be reviewed by Course Management Committees with College LTQEs requiring a formal response on a risk-assessed basis. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |