

Apprenticeship Post Approval Review Process

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Purpose

1. This document sets out the process governing the post approval review of apprenticeship provision at the University (or partner) for which the University is the main provider.
2. The review is one of the means by which the University assures itself that the Department have operationalised the apprenticeship in accordance with University policy and proposals stated at approval and progress made in ensuring apprentices benefit from high quality training on and off the job. The review will identify whether anything has changed since approval, based on what the team know now (and identify the need to update documentation to reflect any change in practice), review gaps in compliance, and review implementation of processes and quality oversight mechanisms.

Overview

3. The post approval review will assess:
 - ESFA compliance (drawn from compliance auditing by Apprenticeship Office)
 - progress made in ensuring apprentices benefit from high quality training on and off the job that leads to positive outcomes
 - whether the Apprenticeship Programme is operating as intended and meets the requirements of successful apprenticeship provision, taking account of internal and external expectations (e.g. Ofsted, QAA, etc.).

Scope

4. All new apprenticeship provision at the University (or partner) for which the University is the main provider will be subject to a post approval review normally within the first 9 months of delivery of the programme.

The Process

5. The post approval review will be carried out by a senior member of staff with experience of apprenticeships and / or a senior member of the Academic Quality Unit (AQU), and the Head of Apprenticeships and Work Based Learning. The outcomes of ESFA compliance monitoring will inform the review. Each review will be planned individually in consultation with the relevant School. The format for the review will be flexible, taking account of risk and proportionality and will pay particular attention to the themes listed in Appendix B. It will commence with a desk-based review of evidence, which will ascertain the focus of discussion at a short peer review meeting with the programme leader/team and School Management Team. The report, which will identify good practice and any gaps in compliance, specify actions and make recommendations, will be considered by the Apprenticeship Programmes Sub-Committee (APSC).

Review stages

Collection of evidence

6. The AQU Officer will provide the statistical information for the apprenticeship programme from the most recent APSC Quarterly Apprenticeships report (which includes numbers enrolled per cohort and information to track apprentice progress).
7. The Head of Apprenticeships (HoA) will provide an initial review of themes/areas of concern arising from UW ESFA compliance audits.
8. The AQU officer will request feedback (based on a template of key questions) from Admissions, Finance, Registry, and Student support.
9. The School will provide a short SWOT analysis for the apprenticeship, relating to overall effectiveness to date and identify anything that has changed during implementation.
10. The School/AQU will provide apprenticeship documentation such as a sample of course module outlines, sample of Commitment Statements and ILPs and access to workbooks (Appendix A).

Desk-based review of evidence

11. The AQU officer and the Head of Apprenticeships will review the evidence to ascertain the themes that require further exploration at the review meeting (Appendix B), arrangements relating to themes that are found to be satisfactory at this stage do not need to be discussed at the review meeting.

Peer review meeting

12. The Agenda will focus on those outstanding themes where further clarification is required following the review of evidence. The peer review meeting will include representatives from other apprenticeship programmes to develop a community of practice, and will include a Chair (member of APSC), a senior member of the Academic Quality Unit, the Head of Apprenticeships and Work Based Learning, a non-School representative (member of Apprenticeship Working Group), Head of Department, Course Leader, School Quality Co-ordinator, course team

representative (including coach/assessor that undertakes Employer Reviews/ILR).

Report to Apprenticeship Programmes Sub-committee (APSC)

13. The process will provide confidence in how the apprenticeship is being managed at Departmental level, identify gaps in compliance, areas for development and enhancement as well as good practice for dissemination. The AQU Officer drafts a short report for APSC, based on a standard template which could be structured against the themes in Appendix B. The HoD/CL provides a written response to any actions, appended to the Review report. APSC will determine how progress in meeting actions will be monitored.

Related Policies, Documents or Webpages

- [UW Guidance and Process for the University Approval of Higher and Degree Apprenticeships](#)
- [IfATE What is a quality apprenticeship](#)
- QAA Quality Assuring HE in apprenticeships (second edition, July 2018)
- QAA Apprenticeships Characteristics Statement (July 2019)
- [Ofsted Inspections for FE and skills providers](#)

Approval/Review Table

Item	Notes
Version Number	v1.0
Date of Approval	October 2020
Approved by	ASQEC
Effective from	October 2020
Policy Officer	Head of Academic Quality
Department	Academic Quality Unit
Review date	October 2023
Last reviewed	N/A
Equality Impact Assessment (EIA)	N/A
Accessibility Checked	13 th November 2020

Appendix A: List of evidence required

Evidence	Supplied by:
Statistical Information	AQU/ APSC Quarterly report
ESFA Compliance	HoA/ Performance against Quarterly Operational ESFA Compliance Key Performance Indicators.
Feedback from other UW services eg. Admissions, Finance, Registry, Student support	AQU
Programme Specification & Apprenticeship Specification	AQU webpage: https://www2.worc.ac.uk/aqu/747.htm
Course Handbook, Employer Handbook, sample of course module outlines, Apprentice Progress Report, sample of Commitment Statements, Initial Needs Assessments and Individual Learning Plans, Access to workbooks, Employer Reviews and Individual Learner Reviews.	Department
Short SWOT analysis for the apprenticeship, relating to overall effectiveness to date	Department
Brief description of employer mentor training undertaken (and % of mentors that have completed it)	Department

Appendix B: Evidence mapped to Themes of Review

Themes of review	Example of Evidence / desk-based review
<ul style="list-style-type: none"> Operational ESFA Compliance Key Performance Indicators 	<p>ESFA Compliance tracker. Evidence Packs. Feedback from other UW services eg Admissions, Registry – Data Management Unit Manager (monthly funding claim).</p>
<ul style="list-style-type: none"> Progress made in ensuring apprentices benefit from high quality training on and off the job that leads to positive outcomes 	<p>ESFA Compliance tracker. Commitment statement. Individual Learning Plans (ILP). Tracking apprentices by leaders and managers (SMT): Apprentice Progress Report.</p>
<ul style="list-style-type: none"> Employer Engagement & management of apprentice experience between University/employer 	<p>ESFA Compliance tracker. Initial Enquiry. Joint recruitment/selection process, including initial assessment. Quarterly employer reviews. Tripartite reviews with apprentice, employer line manager & coach/supervisor. Commitment Statement. Work-place mentor training/support.</p>
<ul style="list-style-type: none"> Job role (right apprenticeship for the individual employee) 	<p>ESFA Compliance tracker. Initial Needs Assessment. ILP/Commitment Statement. School initial enquiry process. Retention data.</p>
<ul style="list-style-type: none"> Apprentice Learning Needs Assessments and Progress Monitoring 	<p>ESFA Compliance tracker Initial Needs Assessment. Individual Learning Plans. Retention. Feedback from other UW services eg additional learning needs.</p>
<ul style="list-style-type: none"> English and Maths Level 2 and Developmental Stretch 	<p>Individual Learning Plans. Teaching observation forms.</p>
<ul style="list-style-type: none"> Ensuring Health, Safety and Well-Being of Apprentices in the Workplace 	<p>Individual Learning Plans. Apprentice induction.</p>
<ul style="list-style-type: none"> Safeguarding and Prevent Duty ('Keeping Apprentices Safe' guide) 	<p>Individual Learning Plans. Course Module Outlines.</p>
<ul style="list-style-type: none"> Subcontracting Arrangements (if relevant) and Monitoring 	<p>ESFA Compliance tracker. Training in UW processes.</p>
<ul style="list-style-type: none"> Staffing and arrangements to support apprenticeship delivery in the workplace 	<p>Individual Learning Plans. Employer reviews.</p>
<ul style="list-style-type: none"> Quality Assurance 	<p>Initial Needs Assessment. Individual Learning Plans. Workbooks. Moderation/Quarterly report to SMT</p>
<ul style="list-style-type: none"> Apprentice satisfaction 	<p>Individual Learning Plans.</p>

	Course Management Committee minutes.
<ul style="list-style-type: none"> Meeting external expectations/ requirements e.g. Ofsted. *PSRB compliance is monitored through other mechanisms and is not subject of the review. 	Ofsted Evidence folder. Initial Needs Assessment at point of selection. Diagnostic testing for English and maths.
<ul style="list-style-type: none"> EPAO arrangements 	Commitment Statement. For integrated EPA, EPA materials and preparedness for EQA scrutiny.
<ul style="list-style-type: none"> Have there been any changes to the programme / planned changes? 	Related to any of above themes. SWOT analysis.