

E-ASEC Summary: 13 - 17 June 2022

Summary of responses by the committee

Paper	Summary	Chair's View
Self-Assessment Report for BU Apprenticeship Provision	The committee members who responded endorsed the paper for further consideration by Senate, with comments listed below.	Confirmed
Comments		
	Happy to endorse.	Philip Sewell
	Happy to endorse.	Gelareh Roushan
	Endorsed.	Mandi Barron
	Note detailed comments from Jules. Governance arrangements at BU level are under consideration, would be helpful to progress this so that revised model is in place before the start of the next academic year. New BU Operations group will also now help to progress cross-BU operational actions. Would be helpful to have timelines for progressing key actions. Otherwise, endorsed as latest version recognising ongoing development on actions etc.	Jacky Mack
	Comments noted and as SAR is a continual improvement process these will be considered. Meanwhile happy to endorse.	Sara White
	Happy to endorse for consideration by Senate – minor typo highlighted.	Carol Clark
	Very thorough, happy to endorse	Julie Turner-Cobb
	Many thanks to HSS colleagues for the work here - it is obvious that the team in Department of Nursing have worked hard to create this key document for apprenticeship provision. There are challenges here around the data available to evidence impact and support certain statements. This perhaps why it is difficult to demonstrate to impact for certain statements but despite this I think there are still areas where we could expand the reflection and evaluate statements a bit more. I will send Sara a more detailed annotated copy of the SAR to you with specific comments from Academic Quality and the external consultant for apprenticeship provision, Emily Hughes. If we cannot demonstrate impact with evidence then I would advise we should consider re-wording to explain data limitations, and that we are working to address these challenges, or remove that statement. The SAR is understandably focussed on the requirements for a new provider monitoring visit rather than the wider Education Inspection Framework criteria. This is perhaps a realistic position for BU at this point but the SAR will have to expand to meet the broader EIF criteria from next year, as well as incorporating the new BUBS provision. It would be helpful to add numbering to all the different sections of the template for ease of reference (some are clearly numbered but others not?). There is a gap evident in the SAR in relation to a clear institutional strategy/vision for apprenticeship provision makes it difficult to draw a line between leadership intentions and oversight and overall direction of travel for apprenticeship BU. Ofsted expect to have this articulated in the SAR and will directly test this during the monitoring visit: "Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies, and practice" Some specific comments below on the headlines areas: <u>Leadership and Management</u> • The progress judgement for leadership & management is written as 'reasonable' but I question how accurate this. It is perhaps borderline insufficient/reasonable. There are significant gaps to address here; ideally we need to see progress in data collection and accessibility, using this to hold leaders to account, senior oversight, governance structures up to Board. • Can we say processes are 'well established' in relation to apprenticeship provision? They are for our standard HE students but perhaps less well-established or tailored for apprentices.	Jules Forrest

- We should reflect on the expanding apprenticeship provision both within Faculty and beyond – suggest adding statement to reflect plans to build governance/systems/processes, etc. <u>Quality of Education</u> - I'm not sure that the statement here answers the areas of focus about how leaders and managers are assured that apprentices benefit from high-quality training, what this includes, how they know it is high quality and then how this leads to positive outcomes for apprentices <u>Key areas for development</u> - How do we know that governance is effective? Suggest more definitive statement: 'BU recognises that as the provision grows, the profile of apprenticeships must be raised within the formal governance structure. The University is considering revisions to the governance structure, to develop a centralised apprenticeships committee model, with a remit encompassing the strategic, quality and potentially corporate aspects. This is paired with a drive to enhance data collection and dissemination to support senior oversight of apprenticeships more effectively. BU has invested in specialist external expertise to advise on appropriate governance and data approaches.'	
Thank you for this thorough documentation. Happy to endorse.	Katharine Cox
Happy to endorse as well, this appears to be quite comprehensive.	Christos Gatzidis
Endorsed.	Samantha Leahy-Harland
Happy to endorse. A useful model also for those of us yet to engage with apprenticeships.	Christa van Raalte
Happy to endorse. I'd echo Christa's comment re: model for faculties that are in the earlier stages of offering apprenticeships.	Shelley Thompson