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This document is part of the Academic Regulations, Policies and Procedures which govern the University's academic provision. Each document has a unique document number to indicate which section of the series it belongs to.

Bournemouth University

10B – Apprenticeship Provision Feedback: Policy and Procedure

1. SCOPE AND PURPOSE

1.1 The policy and procedure is aimed at Bournemouth University staff involved in the delivery and assessment of apprenticeship provision. It should be applied in conjunction with *5B – Student Engagement and Feedback: Policy and Procedure* which outlines the various approaches and mechanisms employed within the University to enable the collection of student feedback. This policy sets out the wider principles underpinning apprenticeship provision feedback and the procedure provides a high level overview of the processes for its collection and, in turn, the response to this feedback by the University. It should be used to ensure the apprenticeship provision meets apprentices' needs. It applies to all apprenticeship provision, both undergraduate and postgraduate.

1.2 For the purposes of this policy, references to students denotes apprentice learners.

1.3 Feedback from apprentices, employers, university staff, external examiners, end point assessors, end point assessment organisations (EPAOs) and external agencies such as Ofsted, the Department for Education (DfE) and/or the Designated Quality Body (DQB) is crucial for improving apprenticeship programs, and therefore, the experience of apprentices in general. These wide perspectives and experiences provide valuable insight into the impact of the provision. Additionally, what apprentices can articulate and demonstrate is an important part of an Ofsted inspection and likewise the opinions and experience of employers and other stakeholders are of equal importance.

1.4 An effective quality assurance cycle uses feedback from stakeholders to implement strengthening and improvement strategies and actions. It contributes to institutional oversight of the quality and standards, including action taken to enhance the apprentice experience. Feedback is also a significant source of strong evidence at a future Ofsted inspection.

1.5 Annual Monitoring and Enhancement Review (AMER) facilitates institutional oversight of the the management of quality and standards, including action taken to enhance the student experience. The AMER process has been adapted for apprenticeship provision to produce a Self Assessment Report (SAR) and Quality Improvement Plan (QIP) monitoring process.

1.6 The feedback collected through the various mechanisms and approaches will inform the SAR and QIP at Programme, Faculty and Institution level to deliver continuous improvement.

2. KEY RESPONSIBILTIES

2.1 **Education Committee**: responsible on behalf of Senate for monitoring and enhancing the overall student experience, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students.

2.2 **Apprenticeships Board (AB)**: responsible on behalf of Senate for oversight of strategic issues relating to the effective planning, development, implementation and co-ordination of apprenticeship provision across the University. To receive and respond to external body reports (e.g. Ofsted, DFE, and DQB). To oversee the effective implementation of quality assurance and enhancement processes and projects for apprenticeships, including approving the annual SAR and QIP.

2.3 **Faculty Education Committee**: responsible for developing Faculty practice on all aspects of student feedback in line with University policy, monitor the responses and disseminate actions as required.

2.4 **Faculty Apprenticeship Oversight Group (FAOG)**: responsible for receiving and responding to reports on apprentice and employer feedback. Monitors and progresses actions in the Faculty SAR and QIP.

2.7 **Programme Management Team**: responsible for considering and acting upon student representative reports and other forms of apprenticeship provision feedback.

2.8 **Student:Staff Forum**: responsible for considering and acting upon student feedback at programme level and seeking student views on a range of issues including on the academic quality of their programme.

3. ACCESSING OTHER RELEVANT BU DOCUMENTS

3.1 All documents can be accessed here

3.2 Other internal documents with direct relevance to this policy and procedure are:
- *5B – Student Engagement and Feedback: Policy and Procedure*
- *5C - Annual Monitoring and Enhancement Review: Policy and Procedure*
- *6N - External Examining: Policy and Procedure*

4. Policy

4.1 Apprenticeship provision feedback review is based on a holistic review of feedback from a wide range of sources. The review of the feedback informs good practice, Ofsted case studies, self assessment reports and quality improvement plans at Programme, Department, Faculty and Institutional Level.

4.2 The feedback data may be linked to University Apprenticeship Key Performance Indicators (KPIs) where appropriate. The Apprenticeships Board and/or Faculty Education Committees may agree the requirement for the collection of additional feedback data based on developing feedback themes, changing sector and/or institutional initiatives and priorities.
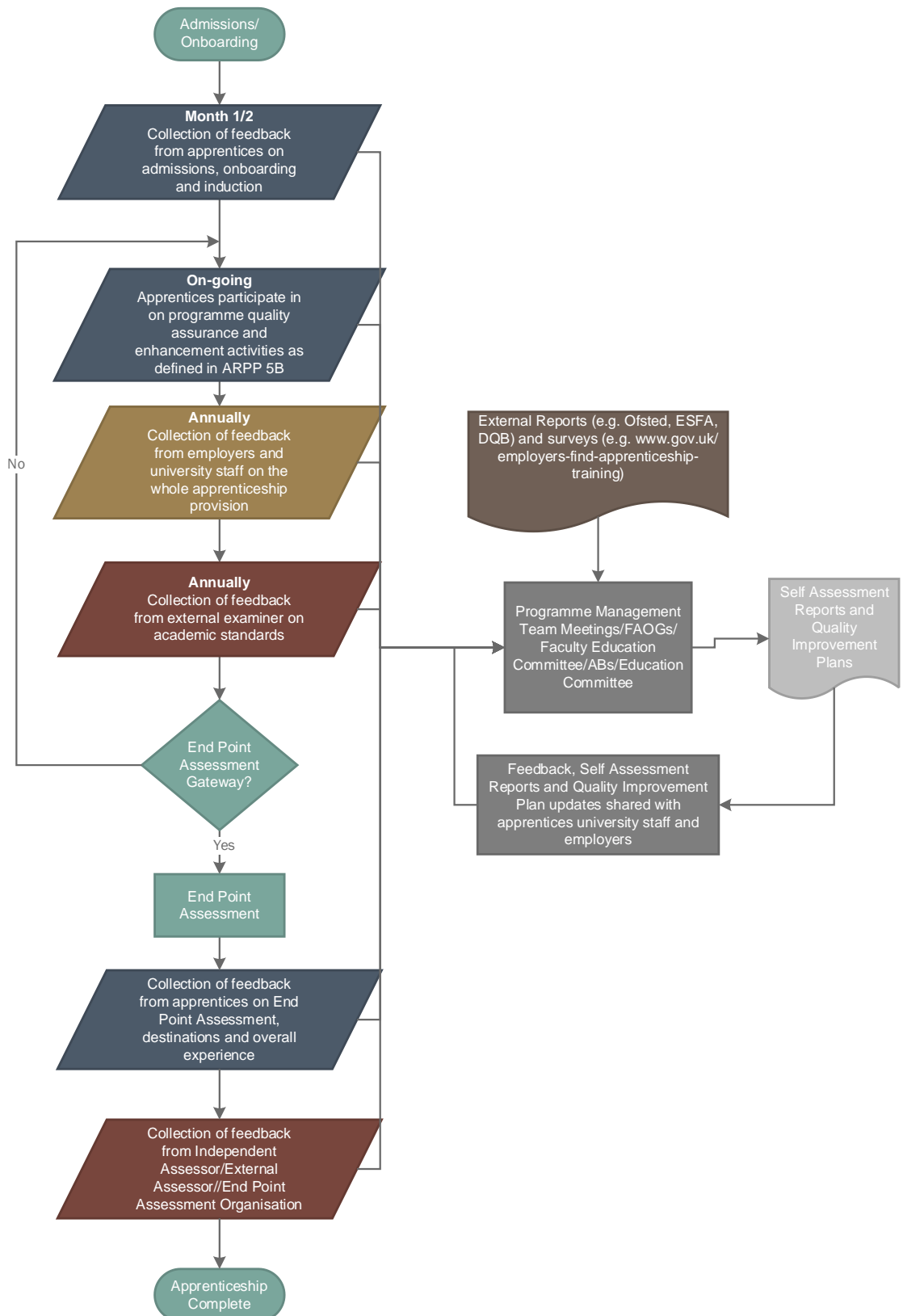
4.3 **PRINCIPLES**

The principles of apprenticeship provision feedback are:

- that apprentices, university staff and employers must be aware of the policy and process;
- that all apprenticeship programmes must collect feedback, coordinated by the Programme Leader, from apprentices (including non-completers), employers, external examiners, end point assessors/EPAOs;
- that Faculties collect feedback from university staff involved in the delivery of the apprenticeship programmes;
- that Programme teams, Heads of Department, Faculties and the Institution regularly/periodically reflect on and respond to feedback provided from external agencies (e.g. Ofsted, DfE, and DQB);
- to enable apprentices to deliver feedback in relation to the apprenticeship programmes and the apprenticeship experience through the Student Representation System;
- to improve the experience of apprentices, meet apprentices' needs and ensure apprentice safety;
- to provide assurance and oversight at an institutional, Faculty and Programme level that apprenticeship provision quality is managed and maintained appropriately and that Faculties continue to fulfill their responsibilities in relation to the apprentice experience;

- that Programme teams, Heads of Department, Faculties and the Institution reflect on apprenticeship provision feedback to identify areas of focus and priority and take action to address concerns;
- to provide a mechanism to identify strengths and good practice for wider dissemination informing the development of Ofsted case studies, and to facilitate enhancement of the apprentice experience and outcomes;
- to enable Programmes and Departments to focus on areas where negative feedback is received to target prompt actions as required;
- that quality improvement plans should include aggregated apprentice feedback to inform that plan;
- that quality improvement plans be proportional and timely to facilitate a prompt response to feedback data to deliver continuous improvement;
- to support a regular review of feedback related actions in-year to ensure appropriate progress against targets;
- to enable the impact of action taken following feedback to be monitored against data at Programme, Department, Faculty and institutional level and reported in self assessment reports;
- to share feedback, SARs and quality improvement plans with apprentices and employers to aid transparency and promote a "you said we did" approach;
- to deliver a process that underpins and supports other University processes relating to annual monitoring, review and enhancement of apprenticeship provision and the apprentice experience.

5. Procedure

5.1 The diagram below provides an overview of the apprenticeship provision feedback cycle process. The timing of feedback collection, consideration, action and dissemination will varying depending on the design of each apprenticeship programme.

Admissions/Onboarding

Month 1/2
Collection of feedback from apprentices on admissions, onboarding and induction

On-going
Apprentices participate in on programme quality assurance and enhancement activities as defined in ARPP 5B

Annually
Collection of feedback from employers and university staff on the whole apprenticeship provision

Annually
Collection of feedback from external examiner on academic standards

End Point Assessment Gateway?

No

Yes

End Point Assessment

Collection of feedback from apprentices on End Point Assessment, destinations and overall experience

Collection of feedback from Independent Assessor/External Assessor//End Point Assessment Organisation

Apprenticeship Complete

External Reports (e.g. Ofsted, ESFA, DQB) and surveys (e.g. www.gov.uk/employers-find-apprenticeship-training)

Programme Management Team Meetings/FAOGs/Faculty Education Committee/ABs/Education Committee

Self Assessment Reports and Quality Improvement Plans

Feedback, Self Assessment Reports and Quality Improvement Plan updates shared with apprentices university staff and employers

5.2 The central Apprenticeships Team and FLIE are responsible for the development of the feedback questions and dissemination of these to Faculties for implementation.

5.3 The central Apprenticeships Team are responsible for the dissemination of reports from external agencies that provide feedback on apprenticeship provision.

5.4 Faculties are responsible for the timely collection and dissemination of feedback data to

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programme teams, supporting the development of quality improvement plans and formally approving Programme quality improvement plans for submission to the Faculty Education Committee.

5.5   Faculties are responsible for ensuring elected Apprentice Reps are invited to appropriate programme team meetings, FAOGs and/or Faculty Education Committee meetings so that the apprenticeship student experience is appropriately considered as part of apprenticeship provision governance and overall student experience.

5.6   Faculties are responsible for sharing feedback, SARs and quality improvement plans with apprentices, university staff and employers.

5.7   The timing of the feedback collection, review of the data and development of quality improvement plans is fundamental to delivering high quality apprenticeship provision. The indicative timeline set out in the diagram in Section 5.1 is designed to ensure prompt and timely collection and consideration of feedback and facilitate immediate action where issues have been identified.

5.8   The response should be proportional to the feedback received for the programme, with positive feedback used to identify strengths and features of good practice. Below expected feedback levels require identification of specific targeted actions to address issues.

5.9   The Deputy Dean or their nominee has a key role and specific responsibility at a Faculty-level, reviewing the feedback to inform the Faculty Self Assessment Report. The Faculty SAR will utilise year-on-year and/or cohort-on-cohort feedback to reflect on trends against key themes and identify Faculty-level actions which may emerge from the review of feedback data. The progress on these actions will be monitored through the Faculty Apprenticeships Oversight Groups.

5.10   Academic Quality will include overarching feedback themes and trends identified from the Faculty SARs in the Institutional Self Assessment Report. Institutional-level quality improvement actions may be drawn from the feedback received which will be monitored through the Apprenticeships Board.

General

6.   REFERENCES AND FURTHER INFORMATION

6.1   Ofsted education Inspection Framework

6.2   Apprenticeship Funding Rules

6.3   This document has been mapped against the requirements outlined in the *Meeting the equality duty in policy and decision-making at Bournemouth University guidelines.*