

Annual SAR and QIP

 Apprenticeship provision

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| **Programme covered by the report:**Programme Title: Apprenticeship Standard: Academic/professional Award ***if applicable, i.e. integrated BA (Hons) degree*** |
| **Number of students** | Total apprentices:  |
| **Faculty:** |  |
| **Department/School responsible for the management of the programme/s:** |  |
| **Programme Lead and core team:** |  |
| **External Examiner/s:** |  |
| **PSRB accreditation:** |  |
| **Consideration and approval of the report:** | *Insert the date of the annual review meeting and give brief details of any other forums (e.g. staff/student, employers, service users) at which the report was discussed prior to submission, if applicable.* |
| **Evidence base:** | *Please provide a brief summary list of the evidence/data used to produce the report.* |

**Have all actions identified in the previous report been completed? YES** ☐ **NO** ☐

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| ***If No, please summarise here, the impact of any actions that are ongoing, indicate any areas that remain a challenge and, most importantly, how ongoing actions are being managed and reviewed.*** |

1. **GOALS FOR 2023-24**

What are your main ambitions for your apprenticeship provision in the coming year, based on your analysis of the evidence you have used to produce this self-assessment report, and the likely future demand for the provision? Your goals should also be linked to Ofsted’s key judgements set out in the [FE and Skills Inspection Handbook](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif), with a view to ultimately achieving the criteria for a judgement of *Outstanding* in all four areas (see goals below). You should agree your goals with your ADESE - the goals themselves should be broad, with more detailed actions to achieve them set out in your quality improvement plan in Part 5.

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| **GOAL** |
| 1. | **Quality of Education:**  |
| 2. | **Behaviours and Attitudes**: . |
| 3. | **Personal Development:**  |
| 4. | **Leadership and Management:** |

1. **STUDENT ATTAINMENT & SUCCESS**

This section should contain an analysis of the data available to you about the quality of the learning experience (in relation to both on the job and off the job training) in terms of learner recruitment, progression and outcomes. Please highlight any trends over the last period, and up to three years if applicable, and any attainment gaps or apparent issues for particular groups of students which may need further investigation.

**As a minimum, this section should include and demonstrate:**

* **Number of starters in the year, withdrawals, BILs, EPA completions.**
* **Trend analysis based on demographics where possible.**
* **A summative evaluation of the data.**

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| **2a. Data (number of starters, withdrawals, BILs, EPA completions)****Note: Aptem data set is included in the SAR folder.**  |
| **2b. Trends** |
| **2c. Summative evaluation** |

1. **STUDENT & EMPLOYER SATISFACTION**

This section should provide a narrative on themes arising from feedback from learners (gained through subject committees, programme/module evaluations, and any other surveys in which your apprentices are included); and an analysis of findings from employer surveys.

Feedback may also be retrieved from tripartite reviews and student representation (ambassadors)

**If survey data is available, please insert data tables/charts here, or refer to data base/shared folders, including a link.**

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| **3a Learner feedback** |
| **3b Employer feedback** |
| **3c Summative evaluation** |

**PART 4. OFSTED JUDGEMENTS - SELF-ASSESSMENT**

This section should give your assessment of current performance against the Ofsted criteria. Please refer to evidence and provide good practice examples/case studies (you may attach them as appendices – 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 - 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) to the quality improvement action plan in Part 5. Where action is currently in progress to address one of these areas, please provide an assessment of the impact so far.

**Current grading, based on improvements since last year, and evaluations part 2 and 3 (please be critical!)**

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| Judgements | Grade |
| **Quality of Education** |  |
| **Behaviours and Attitudes** |  |
| **Personal Development** |  |
| **Leadership and Management** |  |

**Evaluations and areas for improvement (explain your judgement and future areas for development)**

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| **4a Quality of Education** |
| **4b Behaviours and Attitudes** |
| **4c Personal Development** |
| **4d Leadership and Management** |

**PART 5. QUALITY IMPROVEMENT ACTION PLAN**

The QIP needs to highlight areas for investigation and improvement identified through the SAR production (and provide an update on actions that were identified in the previous inspection, if applicable). Actions set out in your forward plan in the table below should be linked to the goals set out in Part 1, and relate to the areas covered in Parts 2-4. The plan should be monitored by the Subject Committee, and any other relevant programme team meetings throughout the year, with regular reflection on progress against your stated intentions.

The actions should be reviewed at key milestones and the Status column updated to indicate whether actions are ‘complete’, ‘on target’, or ‘delayed (until… new completion date)’. During the year, you may find that you need to change direction in some areas, and the action plan should reflect this, i.e. abandoned actions should be marked as such, and replacement actions added to the plan, with a link to the evidence showing the need to change strategy.

If you believe that specific resources are needed, or barriers need to be removed, at Faculty or University level to enable you to make elements of your action plan happen, please add your recommendations to the appropriate table in Part 6 overleaf.

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| **Intent** | **Area for improvement** **(Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management)** | **Action to be taken (Implementation)** | **Measurement of Impact (how will you know it is complete; what evidence will you refer to?)** | **Accountable person, and key milestones (dates)** | **Status (as at date…)** |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |

**PART 6 RESOURCES & ISSUES**

This section should identify any wider issues that need to be addressed, or additional resource requirements, in order to enable you to achieve the actions set out in your forward plan. Please make your recommendations for action in the appropriate table below.

*Please note that this process does not replace the normal Faculty mechanisms for requesting additional resources, such as staffing, etc; and if the Faculty QLIC/AESC agrees that an additional resource is appropriate in the context of meeting your goals, you will still have to make the request through the normal procedures.*

**6a Recommendations for the Faculty**

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| **Goal** | **Recommended action or resource** | **Why is this required?** | **When is it needed?** |
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**6b Recommendations for the University**

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| **Goal** | **Recommended action or resource** | **Why is this required?** | **When is it needed?** |
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END OF REPORT