## Apprenticeship Programme Review

Guidance for completion of Programme Review

* The Programme Leader is responsible for completing this review following consideration of the relevant module review forms, discussion with the Programme Team at the annual Programme Review Meeting and feedback received from apprentices and employers. This review consists of 8 sections: 1) Programme Details; 2) Assessment Outcomes; 3) Apprentice Feedback; 4) External Considerations; 5) Programme (Team / Leader) Reflection; 6) Off-The-Job Learning; 7) Programme Identified Actions; 8) Professional, Statutory and Professional Body compliance.
* Programme Leaders are asked to review and reaffirm, or propose changes to programme level learning outcomes taking into account the incremental impact of any programme and module amendments.
* The completed review should be discussed and approved by the **School Taught Student Education Committee.** Approved Programme Reviews should be uploaded to the School Education Review Microsoft Teams channel.

1. **Programme Details**

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| Session: |  |
| School of: |  |
| Faculty of: |  |
| Programme(s) being reviewed: | Foundation Degree/BSc/MSc |
| Apprenticeship Standard: |  |
| Programme Leader: |  |
| Programme Team Members: |  |

1. **Assessment Outcomes**

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| Reflect on the standards achieved by apprentices, with reference to End Point Assessment achievements and overall apprentice outcomes, plus the degree classification profile (where these are available).Reflect and comment on the breadth of assessment methods utilised across the programme, ensuring the assessment maps produced in relation to the Leeds Expectations for Assessment and Feedback (LEAF) are updated where necessary. **If changes to the assessment methods are being considered, provide details and specify how this is aligned to the LEAF**(*Note that all changes to assessment methods require approval at the School Taught Student Education Committee).*  **Confirm that the programme level learning objectives are still relevant to the programme of study and the assessments are appropriate for apprentices to meet the knowledge, skills and behaviours required for the apprenticeship standard.**  Yes/No  **If the programme level learning objectives are no longer relevant, provide details on proposed changes.** |

1. **Apprentice Feedback**

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| **The university is committed to reflecting on the views and experiences of our apprentices through a number of formal and informal methods. Using data available, reflect on the apprentice experience for the programme of study.**  Programme Survey:  National Student Survey (UG programmes only):   ESFA Learner Satisfaction Survey (where data available):   ESFA Employer Satisfaction Survey (where data available):  **Provide details of the additional mechanisms for capturing apprentice feedback throughout the delivery of the programme and comment on how the apprentices and staff are engaged in partnership (i.e. in-module feedback; student staff partnership forums; student representatives). Summarise the key themes arising.**  **Provide details on the apprentice experience in regard to the use of PebblePad/Leeds for Life and/or academic personal tutoring across your programme.** |

1. **External Considerations**

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| **Provide relevant information from employers and other external partners on the performance of the programme, focusing on areas of good practice and those in need of enhancement.**  Employer comments and discussions and/or recommendations:  External examiner comments and/or recommendations:    PSRBs comments and/or recommendations:  Industrial Advisory Board input: |

1. **Programme (Team / Leader) Reflection**

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| Summarise the discussion and outcomes from the Annual Programme Review meeting, including specific issues and areas of good practice arising from consideration of module reviews. Comments on the longer term sustainability and other delivery modes (i.e., online) can also be documented here where necessary.  Date and setting of Annual Programme Review meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Where relevant provide examples of how the programme of study is delivering the University’s core learning and teaching principles.**    **Leeds Curriculum** (i.e., Broadening, RBL, Programme threads (employability, global and cultural insight, ethics & responsibility) and Discovery)  **Example(s):**  **Inclusive Learning and Teaching**  **Example(s):**  **Decolonising the Curriculum**  **Example(s):**    **Blended Learning and Digital Literacy**  **Example(s):**    **Programme leader’s highlights** – detail activities and approaches that support the delivery of the programme, focusing on areas of good practice. *This section should be used to highlight areas of good practice that could be used to support various internal showcasing (i.e., Open Days) or external accreditation requirements (i.e., TEF submission and PSRBs), or evidence for Apprenticeship Awards (i.e., National Apprenticeship Awards).* |

1. **Off-The-Job (OTJ) Learning - planned Vs actual hours**

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| **Have** **planned OTJ learning** **hours in apprentices’ commitment statements (agreed at the start of the programme) been an accurate reflection of the volume delivered?**  *Apprentices are required to spend a minimum of 20% of their actual time in off-the-job (OTJ) learning. Where it becomes evident through regular progress review that an apprentice will not meet the minimum delivery of OTJ learning planned at the beginning of their programme, an OTJ learning achievement statement is required (alongside an updated Commitment Statement).*  Yes/No  If no, what are the reasons for this (e.g. changes to the programme, apprentices taking less time on self-led learning than was expected)?  And do learning hours for individual modules need updating to more accurately reflect OTJ learning completed? (if yes, detail these under Programme Identified Actions to be taken forward – section 7) |

1. **Programme Identified Actions**

In light of the following Programme Review, and having considered the relevant module review forms, held discussions with the Programme Team’s Members at the annual Programme Review Meeting and feedback received from apprentices (either informally or formally at relevant student staff partnership forums or equivalent), provide any specific actions including the timeframe and the members of staff responsible for their delivery.

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| **Identified Action(s) to be taken forward** | **Responsibility** | **Timeframe** |
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1. **Professional, Statutory and Professional Body compliance**

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| **If the programme is required to comply with PSRB regulations, please use this area to document the proceedings and update the identified actions accordingly.** |
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