

**Higher & Degree Apprenticeships Self-Assessment Report**

**[insert programme name]**

**UKPRN: 10000961**

**[insert programme and college details]**

**[insert month and year]**

**Introduction**

Brunel University London, founded in 1966, is a transdisciplinary university located in Uxbridge, West London. Brunel is organised into three colleges – Engineering, Design and Physical Sciences; Business, Arts and Social sciences; and Health, Medicine and Life Sciences. Brunel has over 14,000 students supported by 2,500 staff.

**Our mission**

To bring benefit to society through excellence in education, research and knowledge transfer.

**Programme Overview**

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| [insert programme overview] |

**Summary of learner numbers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Programme Elements** | **QAR** | **Starters** | **Achievers** | **Leavers** | **Timely**  **Achievers** | **Passed**  **Planned**  **End Date** |
| [insert apprenticeship  name] |  |  |  |  |  |  |
| [insert degree element] |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |
| English |  |  |  |  |  |  |
| [insert any other qualifications] |  |  |  |  |  |  |

*Reflects the entirety of the programme across multiple academic years ([insert years]) QAR methodology is cohort based.*

**Programme Team Self-Assessment Grading**

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| **Overall** | *Outstanding/good/requires improvement/inadequate* |
| **Leadership and Management** | *Outstanding/good/requires improvement/inadequate* |
| **Quality of Education** | *Outstanding/good/requires improvement/inadequate* |
| **Behaviour and Attitudes** | *Outstanding/good/requires improvement/inadequate* |
| **Personal Development** | *Outstanding/good/requires improvement/inadequate* |

**Programme Review**

Guidance

Self-assessment of an apprenticeship programme should be conducted by the programme lead, in collaboration with the apprenticeship delivery team, and drawing on wider input from service areas such as the Apprenticeship Hub.

Self-assessment should be conducted in the context of the judgements and expectations set by Ofsted and the [Education Inspection Framework](https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework) (EIF), specifically the criteria relating to:

* quality of education
* behaviour and attitudes
* personal development
* leadership and management

When identifying strengths and areas for improvement, programme teams should consider the extent to which the programme meet the expectations set within the EIF, for example for Quality of Education, programme teams should reflect on the intent, implementation and impact of the programme.

Programme teams should make effective use of the following data when conducting the self-assessment:

* Qualification Achievement Rates (QAR) produced by the ESFA and provided to programme teams by the Apprenticeship Hub
* Degree element annual monitoring data and completed module and programme review documentation.
* Other qualification data and monitoring documentation.
* Apprenticeship programme data including:
  + Tripartite reviews
  + Progression reviews
  + Retention rate
  + End point assessment outcomes
  + Functional Skills outcomes
  + Attendance
  + Destination outcomes
* Observation of teaching, learning and assessment records.
* Appeals, misconduct and complaints data.
* External Examiner and PSRB feedback/review activity
* Apprenticeship Hub Feedback
* Learner feedback
* Employer feedback
* Staff feedback
* Review documentation relating to or produced by subcontractors

**Areas for improvement should be captured as actions in the Quality Improvement Plan (separate proforma available** [**here**](https://www.brunel.ac.uk/about/quality-assurance/programme-monitoring-and-review)**).**

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| **Quality of Education** |
| **Key Strengths** |
| **Areas for Improvement** |

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| **Behaviour and Attitudes** |
| **Key Strengths** |
| **Areas for Improvement** |

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| **Personal Development** |
| **Key Strengths** |
| **Areas for Improvement** |

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| **Leadership & Management** |
| **Key Strengths** |
| **Areas for Improvement** |

**Appendix A – Intake Analysis (data)**

**Appendix B – Performance and Success Analysis (Data)**