



Quality Assurance Code of Practice

Monitoring and Enhancement (Apprenticeship Courses)

This document is primarily intended for:

Student Apprentices
Unit convenors
Directors of Studies
Assistant Registrars (Faculty/School)
Members of Faculty/School- Learning,
Teaching and Quality Committees
Members of Degree Apprenticeships
Quality and Standards Group
Members of Education, Quality and
Standards Committee

First Point of Contact and Technical
specialist: Academic Registry

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1. Purpose and scope

- 1.1 This Quality Assurance Code of Practice statement relates to the monitoring and enhancement of units and courses for all apprenticeship courses leading to an award from the University of Bath.
- 1.2 For Education Annual Review and Enhancement procedures relating to all other taught courses, see [QA51](#).
- 1.3 Monitoring and enhancement is a key component of the University's mechanisms for managing quality and standards. It draws upon the related processes of External Examining ([QA12\(A\)](#)), input from Staff/Student Liaison Committees (SSLCs) ([QA48](#)), as well as the views of professional or regulatory accrediting bodies ([QA8](#)). Quarterly and Annual Monitoring of apprenticeship courses feeds into the periodic review of courses, forming part of the evidence base for the periodic review ([QA13](#)). The monitoring reports will also be used to inform the departmental Self-Assessment Report and institutional Self-Assessment Report (SAR) and Quality Improvement Plan (QIP), submitted to Ofsted on an annual basis.

2. Principles

- 2.1 The University is committed to the regular monitoring of its units and courses to:
 - maintain the quality and validity of units and courses
 - facilitate continuous enhancement of provision to reflect developments in the sector, institution, and discipline

- record the quality and standards of its provision as appropriate.
- 2.2 The University recognises that the process of monitoring and enhancement of units and courses is iterative and happens through a range of informal and formal mechanisms. Quarterly and annual monitoring provides Departments/School with a defined opportunity to take a holistic view of both the unit/course(s) and the environment in which learning and teaching occurs, drawing together evidence and observations from a range of internal and external sources to identify actions to be taken and report on progress being made as required.
- 2.3 Quarterly and annual monitoring are academic processes underpinned by peer review and informed student involvement. The monitoring of units and courses forms a risk-based approach to monitoring progress and the review of teaching and learning, based on internal and external quality indicators.
- 2.4 The Degree Apprenticeship Quality and Standards Group (DAQSG), reporting to Education, Quality and Standards Committee (EQSC), is responsible for monitoring the core indicators of the quality and standards of learning and teaching for apprenticeship courses to continuously improve the Student Apprentice experience.
- 2.5 EQSC is responsible for monitoring the core indicators of the quality and standards of learning and teaching across the institution. EQSC reports annually to Senate and Council on performance and activity to continuously improve the student academic experience.

3. Quarterly and Annual monitoring of units

- 3.1 The purpose of quarterly and annual monitoring of units is to maintain and enhance the quality of units and encompasses:
- monitoring of the unit (of which an evaluation by Student Apprentices forms a part – see 3.7) covering, for example, unit aims, learning outcomes, teaching modes, unit content and structure, assessment practice and notably formative assessment (see [QA16 Assessment, Marking and Feedback](#), paragraph 5.6) as well as the environment in which learning and teaching occurs, e.g., teaching space, support services and staff development issues
 - recording that monitoring.
- 3.2 Heads of Departments have overall responsibility for ensuring that unit monitoring takes place and that any actions are completed. The Director of Teaching, supported by the Director of Studies, is responsible for ensuring that monitoring is undertaken for each unit for which the Department/School is responsible.
- 3.3 Unit convenors should undertake the monitoring of the unit(s) for which they are responsible at the end of the academic session and take any action necessary. The process for this is common to the monitoring of all units and should encompass the following:
- reflection on the actions taken to support enhancement and an assessment of the effectiveness of those actions
 - evaluation of the effectiveness of formative assessment opportunities (see [QA16 Assessment, Marking and Feedback](#) paragraph 5.6)
 - evaluation of feedback from staff, Student Apprentices (including unit evaluations - see 3.7) and External Examiners
 - results of formative and summative assessment results
 - identification of areas for improvement and enhancement, and planning of appropriate action to be taken as a result.

- 3.4 It is open to the Department/School Learning, Teaching & Quality Committee (D/SLTQC) to decide how the outcomes of this monitoring should most appropriately be recorded. This may be through a series of separate written reports for each unit; through the minutes of discussion of the units in the appropriate course/teaching committee (or equivalent) or the Board of Examiners for Units; or through a summary report that forms an appendix to the quarterly and annual monitoring reports for the course. A template ([QA51\(A\) Form 4](#)) is available for this purpose upon request from Academic Registry, but its use is not mandatory. Whichever method is deemed most appropriate, the core elements that should be recorded are:
- the names of the units being evaluated
 - a note of actions taken since the previous unit occurrence
 - formative assessment methods (not specified in the unit description)
 - a summary of the unit convenor's evaluation highlighting issues to be addressed, and identifying aspects of good practice
 - a note of actions planned, timelines for completion and the person/people responsible for each actions
- 3.5 Where a unit is offered in more than one cycle per year, the process of ongoing monitoring and enhancement will necessarily be undertaken in stages aligned with the cycles in which the unit is offered. However, the formal monitoring of units and recording of that monitoring should still be undertaken at least on an annual basis, with appropriate attention being given in the resulting report to any differences between cycles.
- 3.6 Unit convenors may wish to involve staff external to the Department/School in the process of monitoring. This would be particularly appropriate where the unit is taken by Student Apprentices from another Department/School.

Feedback from Student Apprentices using the unit evaluation tool

- 3.7 Student Apprentice feedback makes a significant contribution to unit monitoring. Departments will obtain formal feedback from Student Apprentices using the University's unit evaluation tool. The tool automatically incorporates mandatory [core questions](#) agreed by Senate. There are sets of core questions applicable to:
- [standard units](#) (these questions apply to most units delivered at the University)
 - [placement units](#)
 - [study abroad units](#)
 - [distance learning units](#)
 - [Combined placement and study abroad units](#)
 - [Professional doctorate units](#)
- 3.8 Unit convenors are responsible for selecting the set of core questions appropriate to the unit (i.e., standard units and distance learning units, as appropriate). A maximum of two discretionary questions selected from a list provided may also be added to a unit evaluation for an undergraduate or taught postgraduate course. The decision rests with D/SLTQCs as to who has responsibility for selecting discretionary questions and on what basis. Advice and support for using the unit evaluation tool, includes the [unit evaluation web page and a User Guide](#). The Student Engagement Team in the Centre for Learning & Teaching (CLT) provides advice and support for staff on online unit evaluation.
- 3.9 The core question on the effectiveness of teaching should be repeated for each member of staff who makes a significant contribution to teaching on the unit. This may include, for example, postgraduate students who teach (Graduate Teaching Assistants (GTAs)), Lab

Demonstrators, non-academic or external staff. In reporting the outcomes of unit evaluation to Student Apprentices (see 3.11 (iv)), the scores for this question should be reported anonymously, i.e., without any reference to named individuals.

- 3.10 The evaluation of Student Apprentice feedback is normally undertaken by the unit convenor. The Director of Teaching, supported by the Director of Studies, is responsible for ensuring that a summary of the outcomes of unit evaluation and unit convenors' feedback (strengths identified, areas for development, proposed actions) is fed back to Student Apprentices in a timely manner via Moodle (see 3.11 (iv)).
- 3.11 As agreed by EQSC and Senate, the following measures are mandatory (with the exception of point (i)):
- (i) Unit convenors are strongly encouraged to undertake an **informal** mid-delivery evaluation of the unit (anonymously, where possible). Unit convenors may find it helpful to use tools such as an [electronic voting system](#) for this purpose. **The University's online unit evaluation tool should not be used for mid-delivery evaluation.** In the first taught session following mid-semester evaluation, unit convenors should briefly discuss the feedback received and any changes planned as a result (or, if changes are not possible or desirable, why this is the case).
 - (ii) Annually, each September, the Student Engagement Team recommends the open and close dates for unit evaluation to the PVC (Education). Unit evaluation for standard units should take place during a fixed period, with unit evaluations staying open for a maximum of 3 weeks and closing before the examination period. Unit convenors seeking to run evaluations outside the standard timeline above should seek advice and gain approval from the Student Engagement Team. The evaluation of distance learning units should take place at a time deemed appropriate by the unit convenor.
 - (iii) Student Apprentices should be encouraged to complete the survey using a mobile device during the final lecture of the unit, where possible.
 - (iv) For all units, within eight weeks of the close of the survey, the appropriate template for the reporting of unit evaluations ([QA51\(A\)](#) Form 6 for standard units, and Form 9 for distance learning units, should be completed and uploaded to the department's unit evaluation Moodle repository (see (v) below) by the relevant unit convenor. The report template can be downloaded from SAMIS including the quantitative results data for the unit, and the unit convenor should complete the report with their qualitative comments. An email should be sent to Student Apprentices (usually by departmental administrative staff) to notify them when the report is available and confirm where it can be found.
 - (v) Departments should provide a central unit evaluation repository in Moodle where reports are stored for ease of access, and to which a link is provided from the following central web page: <https://www.bath.ac.uk/guides/unit-evaluation-feedback/>. The repository should be clearly signposted from relevant Department and individual unit Moodle pages.
 - (vi) Following posting of unit evaluation reports on Moodle a summary report should be submitted to the appropriate SSLC for discussion.
 - (vii) All Unit evaluation results are available via the University's Business Intelligence Portal for senior colleagues including Directors of Studies and Teaching.
- 3.12 A response rate of 30% or 5 respondents, whichever is the lower, will normally provide a sufficiently sound basis for scores to contribute to the evaluation of the unit. Inviting Student

Apprentices to complete the survey in class (see 3.11 (iii)) will help to ensure that response rates are above this threshold. For units with response rates that do not meet this threshold, the unit convenor should provide a response for Student Apprentices on Moodle, explaining that the response rate was insufficiently robust but that the feedback received will still be taken into consideration. The CLT offers support and advice to unit convenors on good practice with respect to increasing response rates to obtain more representative feedback, including qualitative comments that provide additional context for numerical scores.

- 3.13 All qualitative feedback on a unit is valuable and should be considered by the unit convenor. However, open comments from unit evaluations are not normally shared with Student Apprentices or the Students' Union. If there are open comments which it would be useful to share (e.g., if several useful suggestions have been made on the same theme), the unit convenor is responsible for removing any inappropriate comments and information that would allow an individual to be identified.
- 3.14 Before Student Apprentices can access the online unit evaluation screen, they will be asked to read and electronically sign a statement confirming their intention to offer constructive feedback and clarifying the types of inappropriate and/or offensive comments which are unacceptable. They will need to complete this process once a semester (not for each individual unit), or at an appropriate point where the unit is not delivered within a set semester. Academic staff are encouraged to report any offensive or discriminatory comments to the Head of Department.
- 3.15 D/SLTQCs should discuss the action to be taken for those units with low evaluation scores or, in the case of units with very high scores, how good practice might be shared.

4. Quarterly and annual monitoring of apprenticeship courses

- 4.1 The purpose of quarterly and annual course monitoring is to maintain and enhance the quality of apprenticeship courses, by undertaking a holistic appraisal of the course based on key indicators and the outcome of unit monitoring. Quarterly and annual course monitoring draws upon a range of qualitative and quantitative evidence to support the identification of good practice, success and areas for improvement in relation to the course (e.g., aims, learning outcomes, teaching modes unit content and structure, assessment practice, work-based learning), as well as the environment in which learning and teaching occurs.
- 4.2 Heads of Departments have overall responsibility for ensuring that course monitoring takes place and that resulting actions are completed.
- 4.3 Directors of Teaching, supported by the Director of Studies are responsible for compiling required quarterly and annual monitoring reports and for implementing associated action plans. A quarterly or annual monitoring report may relate to a single apprenticeship course or a group of inter-related or cognate courses.
- 4.4 Departments will monitor their courses through the ongoing examination of key indicator data – such as External Examiner reports, Student Apprentice feedback (including through OUEs, SSLCs and the Apprenticeship Service) and course data (including admissions, retention, and achievement rates degree outcomes data) and take action where appropriate.
- 4.5 Academic Registry is responsible for providing statistical data relating to admissions, completions, achievements and degree classifications. The CLT is responsible for providing student survey data. Advice and support on the data for quarterly and annual monitoring is available from Academic Registry and the CLT as appropriate.
- 4.6 A significant element of quarterly and annual monitoring of courses is the gathering and evaluation of feedback from Student Apprentices. D/SLTQCs are expected to ensure that

arrangements are made for the collection of Student Apprentices' opinion on their course of study, including from SSLCs (see [QA48](#) for information on the SSLC summary that can be utilised in monitoring reports) and from the Apprenticeship Service. These arrangements should ensure that all Student Apprentices are encouraged to provide feedback on their learning experiences in ways that enable them to express their views freely, and that enable all Student Apprentices to engage, including distance learners and those with a disability. It is expected that Departments/School will engage with Student Apprentices, including the involvement of the departmental or course-level SSLC, when formulating action plans in response to student survey data. Departments/School should also ensure that feedback is provided on actions taken in response to feedback.

- 4.7 Departments/School should ensure that Student Apprentices and employers are provided with the opportunity to give end of course feedback, such as through an end of course survey.
- 4.8 The CLT coordinates, and provides advice and support for, the following taught student surveys: National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES).
- 4.9 Quarterly and annual monitoring reports and action plans should be drawn up by a meeting of the course/teaching committee (or equivalent). Templates for reporting are attached to this statement - [QA51\(A\)](#) Form 1 (Quarterly), Form 2 (Annual) and should be used as appropriate. Reports should be signed by the Chair of the Department/School Learning, Teaching & Quality Committee or equivalent.
- 4.10 Signed quarterly and annual monitoring reports will be submitted to the DAQSG for oversight of the core indicators of the quality and standards of learning and teaching for apprenticeship courses then submitted to the Faculty/School Learning, Teaching & Quality Committee (F/SLTQC) for noting.
- 4.11 Three quarterly reports should be submitted each academic year (in December, March and June) with the annual report for an apprenticeship course or group of courses submitted to D/SLTQC in September.
- 4.12 The quarterly and annual monitoring reports for courses should encompass:

The Quarterly Report

- a) Summary of quarter under review to monitor the progress of Student Apprentices and quality of the course, including:
 - Individual apprentice progress against the Training Plan (units)
 - Individual apprentice progress against the knowledge, skills and behaviours specific to the Apprenticeship standard
 - Apprentice attendance and engagement every calendar month and progress against the planned off-the-job hours
 - Regularity of Tripartite Reviews
 - Gateway Review outcomes (monitoring of apprentices past the planned end date of the apprenticeship)
 - Number of apprentices on a Break in Learning
 - Number of withdrawals
 - SSLC feedback (to include OUE feedback / actions)
 - Apprenticeship Service - apprentice and employer feedback
 - Complaints (apprentice and employer)
 - Safeguarding concerns raised, and actions taken
 - Completion of compulsory safeguarding and Prevent training (staff and apprentices)

- b) Composite list of actions, including actions ongoing from the previous report.
- c) Points of good practice or concern for wider dissemination.

The Annual Report

- d) Summary of the year under review including reference to any significant issues of good practice or concern relating to:
 - Demand and recruitment
 - Course content, delivery, assessment
 - Learning and teaching resources
 - Subcontracted provision (quality and outcomes)
 - Number of apprentices on a Break in Learning / permanent withdrawals
 - Retention, progression, completion, achievement and degree classification data
 - Apprentice outcomes
 - Support and guidance for apprentices including safeguarding and Prevent, health and wellbeing (disability, physical and mental health)
 - Careers guidance and employability
 - Staffing and staff development
 - Annual monitoring of SSLCs, including OUEs
 - End Point Assessment (EPA) outcomes and reports
 - Departmental Self-Assessment report (SAR)
 - Actions completed against the Institutional QIP

and based upon evidence including:

- Statistics from SAMIS and QAR data, and
- Feedback from
 - External Examiners (for on-programme training and assessment and EPA)
 - Student Apprentices (e.g., unit evaluations, NSS, PTES, feedback through the Apprenticeship Service, SSLCs, focus groups and end of course survey)
 - Issues raised in meeting the needs of particular groups of Student Apprentices (including disabled Student Apprentices)
 - Staff (e.g., annual monitoring of units, minutes of course management/teaching and learning committees or similar)
 - Employers (e.g., Apprenticeship Service, end of course survey, Stakeholder Group meetings)
 - Periodic review (Degree Scheme Review)
 - Professional Bodies (PSRB Report)
- e) Composite action list including any actions ongoing from the previous report.
- f) Points of good practice or concern for wider dissemination.

Where there are concerns regarding confidentiality based on fitness to practice, or lack of progress against knowledge, skills and behaviour due to professional conduct issues, these should not be documented in the reports. Departments should raise these issues via the University's [Fitness to Practice processes](#).

Appendices to the Quarterly and Annual Reports

To include, as appropriate:

- a) Previous report with key actions
- b) QAR Data
- c) External Examiners' report(s) and Departmental response(s)
- d) Tripartite Review meeting reports
- e) SSLC reports
- f) Departmental SAR
- g) Quality Improvement Plan
- h) PSRB report
- i) Periodic Review report

- 4.13 The University considers student retention rates of less than 80% for an apprenticeship course to be a marker of concern. In such instances, Directors of Studies are expected to evaluate the reasons for the lower retention rate, identifying the actions that are being taken in response.
- 4.14 DAQSG or EQSC may indicate a theme to be addressed in quarterly or annual monitoring reports for courses. This theme will usually relate to an emerging area of strategic or institutional interest. Similarly, F/SLTQCs may wish from time to time to indicate additional themes of Faculty/School significance for consideration.
- 4.15 Key indicator and course data should be made available to, and discussed with, Student Apprentice representatives and staff through SSLCs, D/SLTQCs and the DAQSG as appropriate. Departments/School may wish to provide copies of quarterly and annual monitoring reports to the relevant External Examiners for information.
- 4.16 Open comments from student surveys are *normally* shared with Student Apprentices or the Students' Union, the exception being Unit Evaluations. In OUEs, where there are open comments which it would be useful to share (e.g., if several useful suggestions have been made on the same theme), the Director of Teaching is responsible for removing any inappropriate comments and any information that would allow an individual to be identified.

5. Scrutiny of quarterly and annual monitoring reports

- 5.1 The aim of undertaking scrutiny of quarterly and annual monitoring of courses at Faculty/School and institutional level is to:
 - identify issues of concern and ensure accountability for action plans
 - incorporate an element of peer review into both the quarterly and annual monitoring process
 - offer an opportunity for wider themes to be highlighted at institutional level
 - promote enhancement and disseminate good practice across the University.
- 5.2 Quarterly and annual monitoring reports are considered by the D/SLTQC and DAQSG, and sent to F/SLTQC for noting.
- 5.3 The D/SLTQC and DAQSG are responsible for considering the quarterly and annual monitoring reports in detail, assuring itself that the report covers all required areas and that the action plan is both specific and sufficient to the purpose of ensuring that the process results in quality enhancement. This should include:

- assuring itself that the quality of the action plan is appropriate
- monitoring implementation of the action plan
- ensuring that any Faculty/School-level issues are addressed
- ensuring that good practice identified is shared across the Faculty/School
- ensuring that the overall focus and coherence of the course has been maintained in the light of any incremental changes to the course since the last periodic review (Degree Scheme Review) or Course Approval
- ensuring that good practice identified is shared across the University.

Where necessary the D/SLTQC and/or DAQSG may refer a report back to the relevant Director of Studies for further work.

5.4 Associate Deans (Education) will monitor course data and activity in their Faculty/School, through DAQSG and F/SLQTC, taking into consideration:

- areas of good practice to be shared across the institution
- principal themes arising, including any issues requiring consideration at institutional level or by a professional service e.g., Student Services, Careers Service
- where there are particular issues for concern and the actions that are being taken in response (including a retention rate for an apprenticeship course of less than 80%)
- particularly critical External Examiners' reports
- particularly poor Student Apprentice feedback
- institutional student survey data and the actions taken by Departments/the School in relation to survey data, such as NSS, PTES and feedback on the Apprenticeship Service, as appropriate.

5.5 As directed by EQSC, the DAQSG or Faculties/the School may be required to produce periodic updates based on the quarterly and annual monitoring of apprenticeship courses ([QA51\(A\) Form 1 and 2](#)).

5.6 EQSC will consider any reports it has requested from DAQSG, D/SLTQCs or F/SLTQCs alongside institutional management information on Student Apprentice retention and progression, in order to:

- evaluate the effectiveness of the quarterly and annual monitoring process
- address any issues of institutional-level significance that arise, referring matters to relevant University officers, committees and services as appropriate
- disseminate aspects of good practice
- monitor Student Apprentice progression, retention, completion and achievement trends
- assure itself that where issues of concern have been raised about particular apprenticeship courses, that these issues are being appropriately addressed.

Statement Details	
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