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common themes and those issues that were raised by more than one student. This report should be provided to the module leader and course leader, and shared with the student cohort through the module area on the online learning environment.

- 2.5 For online questionnaires, results for each module will be provided by email to the module and course leader following the end of each module's survey period. Again, the results should be shared with the student cohort through the module area on the online learning environment.

Module evaluation by academic staff

- 2.6 All module teams are expected to be reflective academic practitioners. The module evaluation process prompts module tutors to evaluate the delivery and assessment of each module and arrangements to enable student learning and achievement for students from all backgrounds (for example through tutorial support). Completing module evaluations is an opportunity to record such reflections and to make explicit the findings and resultant planned actions and enhancements.
- 2.7 Module evaluation should consider module achievement rates, student attendance and engagement indicators, and pertinent feedback from the external examiner, students and other stakeholders (for example employers involved in work-based learning modules and/or apprenticeship provision). As well as through the module questionnaire, student feedback could be received informally in-class, through tutorials, through apprenticeship progress review meetings and via student representatives.
- 2.8 Where possible, module teams are encouraged to involve students in the evaluative process, possibly through student representative involvement or through focus groups or other gatherings. This will facilitate deeper understanding of feedback received, and the exploration of proposed improvements or enhancements.
- 2.9 The module evaluation form should be used to record key findings and reflections emerging from the evaluative process under a series of headings (curriculum, teaching and learning, assessment and resources). The form provides tables in which good practice and future actions should be recorded. The module evaluation form template is available on the [quality monitoring and enhancement](#) pages on the University website.
- 2.10 Key themes arising from the module evaluation process should be reported to the course committee to enable common issues to be identified, good practice to be replicated or developed, and the completion of proposed actions monitored. To facilitate this monitoring, actions proposed should be added to the course action plan.
- 2.11 It is good practice to draw external examiner's attention to module evaluation forms, providing them with evidence of the course team's developmental processes and allowing them to comment on the effectiveness of planned innovations and enhancements.

3. The RiME process at course level

Considering course performance data

- 3.7 The use of evidence that indicates the effectiveness of course provision is central to R

team). Drawing on course level RiME processes, the reports should be a reflective account of the year under review, including commentary on:

- the course team's response to feedback from students, external examiners and other relevant stakeholders (e.g. employers)
- performance data (for example relating to student recruitment, retention, progression, achievement and graduate destinations) and associated enhancement activity
- the continuing relevance of the curriculum and any plans for enhancement
- the effectiveness of the course team's approach to learning, teaching and assessment
- whether facilities and learning resources continue to facilitate effective course delivery and student learning
- professional development activity undertaken by the course team during the year under review and priorities for future developmental activity
- the effectiveness of partnership working with the University
- key strengths and aspects of good practice
- progress with the previous year's action plan
- the action plan for the forthcoming academic year.

3.12 The AMR should be submitted to the University's Partnerships team by the agreed deadline (via

- learning, teaching and assessment strategies (at course, school and institutional level)
- learning resource provision and usage
- student recruitment, retention, progression, achievement and graduate destinations, including consideration of data for specific student groups in order to ensure that students from all backgrounds are supported to access, succeed in and progress from higher education
- staffing and staff development
- quality assurance and monitoring
- opportunities for enhancement.

4.3 The School Academic Committee (or partnership equivalent) should consider relevant data reports (including intersectional data where available), as summarised below, to inform their monitoring and evaluation:

- Student recruitment data
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- 4.8 A RiME report template including data relevant to each school (and partner institution where data is held by the University) is made available each year.
- 4.9 Relevant University professional service teams may also hold RiME events and produce annual RiME reports in order to reflect on service provision over the previous academic year. For student-facing teams such as Student Services and Learning Services, this provides an opportunity to collectively explore provision, share good practice and agree enhancement activity for the forthcoming academic year.

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5.7 Following the audit, agreed actions at course level should be added to the course action plan and monitored by the course team and course committee. A summary should be reported to the next course committee and in the annual school or partner RiME/AMR report. School or partner level actions should be added to the school or partner RiME action plan.

5.8 Tracking of the proposal and issue of risk-alerts, and of the completion of risk-alert audits, will be undertaken by the Validations and Exams team and reported to Quality Committee. The Quality Committee reserves the right to bring forward the course re-approval process or, for partner institutions, the institutional review process where significant issues impacting on quality and/or academic standards have not been dealt with adequately through the risk-alert process. In exceptional circumstances where there is a substantial risk, the Quality Committee may recommend to Senate suspension of recruitment to courses or withdrawal of validation. In such circumstances, protection of the interests of students and applicants will be a key consideration, in accordance with the mechanisms outlined in the University's

Supplementary guidance on RiME processes for higher and degree apprenticeship provision

As outlined in the University's Higher and Degree Apprenticeship Framework, apprenticeship programmes are subject to the University's standard Risk-Based Monitoring and Enhancement (RiME) processes. This appendix provides information on additional requirements for monitoring and enhancement of the quality and standard of higher and degree apprenticeship programmes, taking into consideration Education and Skills Funding Agency (ESFA) funding rules and, where relevant for higher apprenticeships at Level 5, the Ofsted Education Inspection Framework (EIF).

Active involvement of employers and apprentices in quality monitoring and enhancement and a commitment to continuous improvement is key.

Apprentice engagement in quality enhancement activity

Mechanisms for gaining feedback from apprentices should be sufficiently flexible to suit the apprenticeship programme delivery model and fit around apprentices' work commitments. In addition to standard University student feedback mechanisms (including module questionnaires, the appointment of student representatives and their participation in course committees, the annual internal student survey and the National Student Survey), additional mechanisms for gathering feedback include:

- apprentice surveys delivered by ESFA/Ofsted
- feedback offered by apprentices via tripartite progress review meetings

Employer engagement in quality enhancement activity

It is vital that apprenticeship programmes reflect employer needs and national and regional skills needs. Mechanisms for gaining feedback from employers to inform and drive quality assurance and enhancement activity include:

- employer surveys delivered by ESFA/Ofsted
- employer representation at course committee meetings
- employer feedback collected during workplace visits or via tripartite progress review meetings
- employer forums.

Specific apprenticeship themes to be considered as part of RiME reporting

A number of specific themes need to be considered as part of apprenticeship quality monitoring activity, reflecting ESFA and Ofsted requirements. These include:

- continued alignment of the apprenticeship programme with the relevant apprenticeship standard and assessment plan, enabling students to achieve the necessary knowledge, skills and behaviours (KSBs) for occupational competency

- continued relevance of the programme in terms of current and emerging employer and professional sector priorities and needs
- learner progress / outcomes (and arrangements for monitoring these, including ensuring the effective integration of on and off-the-job learning, ensuring all apprentices have appropriate workplace mentoring and support, and ensuring that appropriate support is in place for apprentices with additional learning needs)
- the extent to which Safeguarding, Prevent and British Values are effectively embedded in programme delivery, and associated levels of staff and apprentice awareness / engagement
- the maintenance of up-to-date and complete evidence packs for individual apprentices, providing verification that relevant processes to support apprentices' learning (such as initial needs assessment, timely delivery of functional skills training, monitoring of the 20% off-the-job learning requirement and regular conduct of tripartite reviews) have been followed
- ✘ arrangements for end point assessment (EPA), including the extent to which apprentices are well-prepared to proceed through the gateway to EPA
- ✘ staff engagement with professional development opportunities, including completion of all necessary mandatory training (to include training and support for employer staff involved in supporting the apprentice in the workplace).

Higher apprenticeship Ofsted reporting requirements

In addition to standard course and school level RiME processes, for higher apprenticeship provision at Level 5, an annual Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) should be produced for Ofsted reporting purposes. These are key documents for providing evidence of self-evaluation, driving improvements in the learner experience and measuring impact. The SAR and associated QIP should:

- be evaluative rather than descriptive, identifying both strengths and areas for improvement
- draw on an appropriate range of data and supporting evidence
- address current themes in the Ofsted Education Inspection Framework
- identify actions which have been taken, or are underway, to address any identified issues (including recommendations arising from external inspections, assessments or reviews), and reflect on their impact on learners.