



Apprenticeship Strategy



1. Vision

In line with Achievement 2023 and its clear vision for developing employability and skills through apprenticeships, an expanded Apprenticeship offer will seek to contribute to the national up-skilling and enhancement agenda of the country's workforce in order to support economic prosperity.



2. Background

The University of West London (UWL) has a heritage of over 150 years in providing opportunity to all students through excellence in teaching and professional education. As the 'Career University', we provide an educational experience that supports employability and employment at every level, for all of our students. Employability and career development is embedded in all our courses, and we have a deep engagement with all of our industry partners. Currently, we are connected to over 6000 employers, with 2000 of them working closely with us to inform our curriculum, inspire and support our students, and provide experience and employment opportunities for them. This approach is embedded in our strategic plan Achievement 2023 which is guiding us in our pursuit to deliver

continued improvement to all our provision over the next five years. This Apprenticeship Strategy supports a number of the University's key strategic commitments outlined in Achievement 2023.

The University has a background in delivering a range of apprenticeship qualifications and has used this knowledge and expertise to develop and expand a degree level apprenticeship offer that includes a number of sectors. Our new apprenticeship portfolio includes computing, engineering, healthcare, built environment, business and leadership and other apprenticeships are in development.

3. Mission and Values

The University of West London is committed through its values of accessibility, affordability, diversity, transparency, and accountability, to support students from all backgrounds to achieve to their potential. It has an exemplary record in raising the aspiration of students to enable them to benefit from their educational experience regardless of age, disability, gender, sexuality, socio-economic background, or ethnic origin. This is driven by our belief that all students should have access to three transformative and fundamental rights: the right to enhancement; the right to inclusion; and the right

to participation. As a result, the University remains among the top institutions in the country for Black, Asian and Minority Ethnic (BAME), working class, mature, and female participation.

We believe that gaining qualifications through apprenticeships is particularly relevant to contemporary learning in adulthood, and critically, is congruent with UWL's values and demographic as well as aligning with the diverse backgrounds of our learners.

4. Strategic Overview

Achievement 2023 sets the strategic direction for the University of West London between 2018 and 2023, and specifically addresses our apprenticeship provision through:

Key Commitment 1: Offer a transformative educational experience

- o In developing and delivering high quality apprenticeships in all areas where we have relevant expertise and capability, the University will ensure that apprentices their employers benefit from new skills development and a market-relevant recognised qualification.
- o Our apprenticeship activity will expand across the University in subjects that are relevant to employers and apprentices, offering choice and flexibility.
- o The University is committed to collaborating with students to design and deliver our apprenticeships, ensuring that our provision meets our apprentices' expectations and objectives.

Key Commitment 2: Be a model of quality, affordable Higher Education

- o Regardless of level or minimum requirements of apprenticeship standards, the University will always ensure that apprenticeships are fit for purpose, and represent value for money for employers and apprentices.
- o The University will work in partnership with employers to develop apprenticeship courses that are of high quality, and positively enable the integration of subject knowledge and all relevant skills.
- o The University is committed to the

continuing professional development of all staff engaged in apprenticeship delivery.

Key Commitment 3: Produce impactful research

- o Apprentices will benefit from being embedded in a research-informed environment, through accessing the latest thinking through a research-informed curriculum. Their employers will benefit from the skills and knowledge this equips their apprentices with.

Key Commitment 4: Provide exceptional work-related career opportunities

- o We will ensure that our provision supports our apprentices to gain the knowledge, skills and behaviours demanded by employers.
- o The University will work continuously with industry-based bodies and organisations to ensure currency in all areas of its provision through enhancing the relevance of curriculum and providing appropriate industry-recognition through accreditation.

5. Responding to local and national priorities

In developing this Apprenticeship Strategy, UWL has taken account of:

- The overarching **UK Industrial Strategy** (Industrial Strategy: Building a Britain Fit for the Future, 2016).
- **Facing the Facts, Shaping the Future: A Draft Health and Care Workforce Strategy for England to 2027** which enables the University to build on its well established expertise in healthcare and its strong network of NHS partners.
- **Local skills** requirements, in particular those identified by West London Business (WLB) as part of its 'West London Education and Skills Commission'. WLB published its initial report in March 2017 and identified local priorities around investment into apprenticeships and the need to develop a range of skills in key sectors relevant to the University eg, Hospitality; Aviation; Logistics; Healthcare; Digital and Creative; and Management.

The University's **Knowledge Exchange Strategy** covering the next four years also underpins the Apprenticeship Strategy, namely:

- Working with local businesses and stakeholders to embed the University in economic, cultural and social development.
- Enabling the University to play a role in regional and national economic development, and create impact internationally.
- Role-modelling dynamic entrepreneurial business.
- Creating an innovative and self-sustaining enterprise culture that helps ensure the financial health of a major local employer (UWL).
- Adding value to the student experience through developing staff with sector-specific credibility, enhanced through knowledge exchange activities.
- Creating a future workforce with higher-levels of skills and employability.

6. Growth and sustainability

The University is committed to supporting and expanding its apprenticeship provision and aims to make learning opportunities available to all learners who can benefit, working collaboratively with employers and other partners. The sustainability of the provision is founded on the principles of growth, quality and successful outcomes.

The University aims to grow provision across apprenticeships to a size that provides sufficient critical mass to be:

1. Sustainable in terms of operational support and economies of scale.
2. Visible and identifiable within the University's provision.
3. Relevant to a broad base of employer stakeholders.

Although when it was finalised in 2018, the KPI of 300 higher and degree apprenticeships was set, the University is already on track to have achieved this in 2019-20. Therefore, we have amended this KPI to show year by year increases.

The University internally monitors the quality of the apprentice experience using surveys, engagement statistics and success rates to satisfy itself that the provision is of the highest standard.

In our recent apprenticeship satisfaction survey "first impression" 2019-20, 91% of those surveyed were extremely satisfied/satisfied with their apprenticeship experience.

The University expects success rates across the provision to be above national benchmarks. It is committed to supporting students to achieve the highest possible outcomes. We monitor the destination of students through the Graduate Outcomes Survey for the *Office for Students'* (OfS) registered provision, and through the University Destination Survey reported through the ILR to Education and Skills Funding Agency (ESFA). These outcomes are a core element of our continuous improvement plan.

The University is committed to developing systems and processes that meet regulatory body requirements, avoid duplication and allow staff to have a clear understanding of what is required of them to deliver a high quality learning experience to apprentices.



7. Oversight and governance

The governance of our apprenticeship activity follows established structures within the University with specific committees and operational groups in place to:

- Identify and mitigate specific risks.
- Monitor activity, delivery and performance at appropriate levels, and implement mitigating actions, and enhancement plans.
- Oversee actions in academic schools and colleges in terms of recommendations for implementation.
- Oversight by the Academic Board and the Board of Governors.

The **Apprenticeship Board (AB)** is the main governance mechanism to provide effective monitoring and oversight of all Apprenticeships. The Apprenticeship Board is chaired by the Deputy Vice-Chancellor and benefits from relevant external stakeholder representation. Membership of the Apprenticeship Board includes representation from all the academic delivery, and quality monitoring and reporting parties as well as members of the Senior Executive Team of the University.

Under its Terms of Reference, the Apprenticeship Board is responsible for the following:

- Overseeing strategic issues, data and funding, and student support matters for degree and higher apprenticeships and the junior colleges.
- Receiving annual reports on the above provision including student data, funding and teaching and learning.
- Undertaking oversight of quality assurance arrangements for Apprenticeships.

- Monitoring all of the operational matters in respect of the OFSTED reporting cycle.
- Receiving reports from the Apprenticeship Continuous Quality Improvement Group (ACQIG).
- Reporting to Academic Board and the Board of Governors.

The operation of the Apprenticeship Board ensures that there is the correct focus on guaranteeing the quality of FE and apprenticeship provision delivered across the institution. However, while the Apprenticeship Board feeds and reports into the Academic Board, it also reports directly to the Board of Governors to provide the necessary focus, context and leadership of the FE and apprenticeship provision at the most senior level.

The **Apprenticeship Continuous Quality Improvement Group (ACQIG)** is the forum that monitors the quality of the provision at an operational level and is tasked with exploring ways to continuously improve quality. ACQIG reports to the Apprenticeship Board.

The **School Executive Committees** are responsible for the management and operation of apprenticeship delivery on a day-to-day basis.

The University's **Academic Board** is the overarching body responsible for: academic standards and quality across the University and the Apprenticeship Board reports to it on these matters and the student experience.

The **Board of Governors** is responsible for the strategic direction of the University, and in holding the University to account for its delivery. It monitors apprenticeship activity through the Finance Committee and the Apprenticeship Board. The University appoints one member of the Board to be the Lead Governor for FE, apprenticeships and safeguarding.

The **Finance Committee of the Board of Governors** monitors financial performance and receives regular reports on the Universities Research and Enterprise Activity that explicitly includes apprenticeship activity as one of the identified key growth areas for the University

As its provision develops, the University will consider ways of engaging employers in the oversight of apprenticeships as appropriate.



8. Management and Leadership

At an executive level, the Deputy Vice-Chancellor holds the strategic responsibility for apprenticeships (including chairing the Apprenticeship Board).

The Pro Vice-Chancellor (Student Experience) is a key member of the Apprenticeship Board and the Director of Academic Standards and Quality chairs the ACQIG. The University secretary and chief compliance officer is the Prevent and Safeguarding Lead.

In response to the apprenticeship expansion, the University has established a centralised team to coordinate activity. ***The Apprenticeship Team sits within Research and Enterprise Operations*** and includes:

The Head of Research and Enterprise Operations, who is a member of the University's Senior Management Group and holds responsibility for:

- Leadership of apprenticeship strategy.
- University-wide development of the apprenticeship offer and portfolio.
- Delivery of performance targets at a University-wide level, and monitoring of individual departmental performance.

The Head of Apprenticeships whose role includes responsibility for:

- Managing the development of systems and processes to underpin high-quality apprenticeship learning experiences.
- Ensuring consistency of delivery across Schools / Colleges.
- Continual enhancement of learning for apprentices.
- Business development and supporting employers through the apprenticeship journey.

The Head of Apprenticeship Funding and Data, whose role includes responsibility for:

- Ensuring compliance with ESFA funding, data and audit requirements.
- Management of the submission of monthly ILR returns.
- Providing data and statistics to underpin sound strategic and management decisions.

The Apprenticeship Administrator who is responsible for:

- Ensuring contracts and documentation are in place, including relevant evidence packs.
- Supporting the apprentice learner experience.
- Liaising with Schools / Colleges

The University's Academic Quality Office supports the activities of the Apprenticeship Team and retains responsibility for:

- Oversight of systems to ensure standards and the quality of teaching and learning.
- Management of End Point Assessment – integrated degree apprenticeships.
- Liaison with regulatory bodies.

Academic leadership and management of the delivery of the portfolio sits within the management structures of the Schools and Colleges.

In February 2019, the University established an ***Apprenticeship Operations and Compliance Group***, chaired by the Head of Research and Enterprise Operations and reporting through to the Apprenticeship Board. The remit of this group is to ensure apprenticeship delivery is of high quality; consistent across the institution, and complies at all times with funding rules.

9. Learner Voice

The student learning experience is at the heart of UWL's mission. In addition to the range of approaches that are in place for all provision, UWL is committed to seeking the views of our apprenticeship learners at specific points in the apprenticeship journey. Alongside the regular module evaluation, course evaluation, and student

representation activities UWL conducts a cycle of additional apprenticeship-specific surveys, including an early 'First Impressions' survey. These are reviewed through the governance mechanisms above to feed into improvement of the apprenticeship experience.

10. Equality and Diversity

The University of West London is committed to providing and supporting an environment that promotes equality and diversity. We value the diversity of our community and we aim to create an environment of respect where all are treated equally and where staff and students can reach their full potential.

The Apprenticeship Board receives, discusses and acts upon data and reports monitoring its success in ensuring that all students can achieve whatever their characteristics or background. This feeds into the how we market and promote the opportunities for all learners at UWL. We also undertake due diligence on our employees to ensure that they are sympathetic to our values and ensure equality and diversity in their recruitment.



11. Staff Development

The University is committed to promoting staff development to improve the knowledge and skills, retention, and quality of all our staff. As a result, Continuing Professional and Personal Development (CPPD) is embedded in our institutional structures, our new strategic plan, and is led by theme 7 which offers: 'An enriching work environment to all staff'; in which there is a specific commitment to 'providing a comprehensive programme of professional development and promotion opportunities.'

With regard to the apprenticeship provision, the importance of staff maintaining their engagement

with industry is emphasised, and staff must fulfil a minimum of 30 hours relevant CPD activity per year. For our healthcare related apprenticeships, academic staff are required to ensure clinical credibility and competence to deliver effectively. This is supported through regular engagement with practice learning in the clinical environment, and includes joint teaching between academic and clinical staff. In addition, staff must demonstrate 450 practice hours, 35 hours of CPD relevant to their practice, 20-35 hours of participatory learning relevant to their practice, and five pieces of practice related feedback every three years.

12. Performance Management: Data Dashboard, Target Setting and Key Performance Indicators (KPI)

UWL is committed to using appropriate data to underpin decision-making, linking data to a series of operational targets and KPIs.

Using a Data Dashboard approach the University reviews key metrics at the Apprenticeship Board

and actions any appropriate remedial actions. The key headline KPIs focus on performance, and are recruitment, attendance, retention, completion and income. These targets will be review each year to ensure alignment with Achievement 2023 targets and developing business growth.

13. Key Priorities

The University will maintain and proactively manage an operational plan for its apprentices to focus on the core priorities. It is recognised that these will change over time, both in terms of completion and embedding of enhancements and changes in the wider sector.

Core Priorities that will remain key are to:

- Ensure consistent high quality delivery.
- Continuously improve and innovate.
- Work with key employers to support local priorities and the local economy.
- Ensure the apprenticeship portfolio operates on a sustainable business model.

Current shorter term priorities are to:

- Embed British Values in appropriate ways, across all levels of activity.
- Provide further opportunities for skills and learning progression.

To underpin its quality provision, the University also has a Quality Improvement Plan which is monitored through the Apprenticeship Board.

14. Associated policies and strategies

This strategy should be read in conjunction with the suite of [Policies, Regulations, Guidance and Strategies](#).

In particular, the following UWL strategies are highly relevant to the delivery of apprenticeships:

- [Achievement 2023](#)
- [Prevent Duty](#)
- [Safeguarding Children Policy](#)
- [Equality and Diversity Statement](#)

KPIs 2019/20

KPI's

KPI	18/19	19/20	20/21	21/22	22/23
Recruitment (starts) p.a.	300	400	500	600	700
Attendance (4 week average)	80%	80%	80%	80%	80%
Retention	89%	90%	91%	92%	93%
Achievement	85%	85%	87%	88%	90%
Income	£1.6m	£3.2m	£4.0	£4.5m	£5.0m

Key	Role
DVC	Deputy Vice Chancellor
H-REOps	Head of Research and Enterprise Operations
HA	Head of Apprenticeships
HAFD	Head of Apprenticeship Funding and Data
HAQO	Head of Academic Quality Office

A financial table is visible in the lower center, showing numerical data with red arrows indicating trends. The numbers include values like \$1,000.00, \$2,000.00, and \$3,000.00. The table is partially obscured by other documents.



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