**Apprenticeships Learning, Teaching and Quality Committee Sub-Group Terms of Reference**

**Statement of primary responsibilities**

The Apprenticeships Learning, Teaching and Quality Committee Sub-Group is responsible for ensuring that the University meets all Quality requirements for the Apprenticeships the University delivers.

The Ofsted principles and evaluation criteria for the [Initial Teacher Education (ITE) Inspection Framework](https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook/initial-teacher-education-ite-inspection-framework-and-handbook-for-september-2022)and [Further Education and Skills Inspection Framework,](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2022) along with the rules of the [Department for Education / Education and Skills Funding Agency](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1092603/2223_Provider_Rules_Version_1_Final.pdf) (DfE/ESFA) help to will inform the Group’s activities.

The Group will consider the practice in current provision of Initial Teacher Education (including apprenticeships) and the Level 7 Architect Apprenticeship and will aim to ensure a robust infrastructure is in place for future potential apprenticeship provision in Nursing and Built Environment.

**Terms of reference of the Apprenticeships LTQC Sub-Group**

The Apprenticeships LTQC Sub-Group is responsible for:

1. Ensuring the University, learners and employers are fully prepared for Initial Teacher Education (ITE) and Apprenticeships Ofsted inspections and DfE/ESFA audits at any time and appropriate roles and responsibilities are assigned in advance (including Ofsted lead nominee).
2. Developing a positioning statement/presentation on apprenticeships at the University, including governance and quality arrangements showing how Ofsted principles and evaluation criteria and DfE/ESFA funding rules are met.
3. Identifying any issues or risks that may adversely impact on the ability of the University to meet its targets in relation to degree apprenticeship and ITE provision.
4. Oversight of apprenticeship finance and cost modelling, pricing and contracts to ensure this meet the DfE/ESFA Rules.
5. Monitoring of current practice through Self-Assessment Reports (SAR) and Quality Improvement Plans (QIP) and identifying good practice and driving enhancements via the outcomes of these processes.

1. Ensuring appropriate course approval and validation approaches are relevant to apprenticeship programmes.
2. Monitoring of current practice through Self-Assessment Reports (SAR) and Quality Improvement Plans (QIP) and identifying good practice and driving enhancements via the outcomes of these processes.
3. Monitoring of accurate data entry onto the Digital Apprenticeship Service platform and Government Individual Learner Records to ensure correct funding is received.
4. Monitoring regular reports from the Planning Office of Individual Learner Records for all apprentices.
5. Evidencing how other University committee decisions impact on the University and learners.
6. Monitoring the University’s public web site pages to ensure these appropriately reflect provision for ITE and apprenticeships
7. Evidencing how teaching and learning is planned to meet ITE and apprenticeship outcomes.
8. Ensuring apprentices who have disclosed special education needs and/or disabilities are receiving appropriate support from the University and their employer.
9. Confirming all activities unique to apprenticeship delivery are in-place including:

* specific application requirements
* initial diagnostic skills assessment
* individual learning planning
* regular progress reviews
* progressive, individualised application of subject learning into workplace practice
* apprentices are aware of personal Safeguarding (including Prevent) and British Values and these align with the University’s Education Social Justice Framework.
* integration of progressive English and maths skill development, personal and career development into each apprentices’ programme

1. Ensuring robust collection and organisation of:

* learner and employer records
* recruitment; attendance; retention and progression data
* marked coursework
* academic and skills achievement records
* relevant University policies and guidance
* records of tutor peer observations
* graduate destinations data
* relevant Power BI data

1. Ensuring the outcomes of apprentices’ Initial diagnostic Skills Assessment; Individual Learning Plans; Progress Reviews; course programme summative assessments; learner and employer feedback and any complaints are analysed and their impact is considered.
2. Virtual Learning Environments (including Blackboard, Pebblepad (ITE) and Professional Experience Development Records (Architecture) are utilised effectively to meet requirements.
3. Production of current organisation charts relevant to apprenticeships and ITE.
4. Ensuring up to date Single Central Staff records are maintained, outlining required qualifications, experience and performance management.
5. Evidencing Safeguarding and Prevent training is up to date for all relevant staff and DBS checks are current for those staff who require it.
6. Identifying and implementing appropriate training for relevant staff involved in apprenticeships to ensure readiness for Ofsted and DfE/ESFA Apprenticeship funding rule inspections.

**Quorum**

At least one third of the representatives must be present.

**Reporting**

A report of each meeting of the Apprenticeships LTQC Sub-Group will be presented to the Learning Teaching and Quality Committee. The Group will additionally provide confirmation of appropriate strategies being in place to Academic Board and Board of Governors.

**Frequency of meetings**

The Apprenticeships LTQC Sub-Group shall meet monthly from September (except December). Additional meetings or cancellations will be at the discretion of the Chair.

**Membership of the Apprenticeships LTQC Sub-Group:**

|  |  |  |
| --- | --- | --- |
| **Membership Category** | **Member** | **Email** |
| Head of Work Based Learning, Policy and Practice (Chair) | Vanessa Airth | v.airth@londonmet.ac.uk |
| Principal Professional Development Manager | Rosemary Benson | r.benson@londonmet.ac.uk |
| Dean of Students/ Director of Academic Quality | Dr Mandy Bentham | m.bentham@londonmet.ac.uk |
| Head of Student Services | Lara Bulut | l.bulut@londonmet.ac.uk |
| Dean, School of Social Sciences and Professions | Kelly Cooper | kellymarie.cooper@londonmet.ac.uk |
| Work Based Learning Practitioner for School of Art, Architecture and Design | Bonita Danso | b.danso@londonmet.ac.uk |
| Director of Teaching & Learning | Marva de la Coudray | m.delacoudray@londonmet.ac.uk |
| Head of Student Experience and Academic Outcomes, School of Art, Architecture and Design | Emma Davenport | e.davenport@londonmet.ac.uk |
| School Officer, School of Social Sciences and Social Professions | Maria Dominquez | m.dominguez@londonmet.ac.uk |
| Head of Initial Teacher Education | Rob Fonseca | rob.fonseca@londonmet.ac.uk |
| Head of School, School of the Built Environment | Sean Flynn | s.flynn1@londonmet.ac.uk |
| PSA Coordinator, School of Art, Architecture and Design | Simon Kay-Jones | s.kayjones@londonmet.ac.uk |
| Pro Vice-Chancellor | Dr Zainab Khan | z.khan@londonmet.ac.uk |
| Head of School  School of Art, Architecture and Design | Anne Markey | a.markey@londonmet.ac.uk |
| Academic Registrar | Ian Pearson | i.pearson@londonmet.ac.uk |
| Head of Statutory Returns | Tracy Pembroke | t.pembroke@londonmet.ac.uk |
| Quality Manager | Helen Spruce | h.spruce@londonmet.ac.uk |
| Finance Business Partner | Fiona Steele | f.steele@londonmet.ac.uk |
| Head of Teaching and Learning Development | Michael Upton | m.upton@londonmet.ac.uk |