

University of Hull

Monitoring visit report

Unique reference number: 133824

Name of lead inspector: Sarah Stabler, Her Majesty's Inspector

Inspection date(s): 3–4 April 2019

Type of provider: Higher education institution

Address: University of Hull
Cottingham Road
Hull
HU6 7RX



Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

The University of Hull introduced levy-funded apprenticeships in sciences in September 2016. It has begun delivering new apprenticeships in healthcare, and leadership and management. The university offers apprenticeship programmes throughout the Humber region in response to requests from local employers and as a contribution to the local enterprise partnership skills plan. Currently, there are 62 apprentices. Of these, 53 are nurse associates, eight are assistant practitioners in health and one is in chemical science. All but one apprentice are following standards-based programmes at level 5. Most apprentices are employed in regional National Health Service trusts and care settings.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

Leaders and managers have a clear strategic ambition to deliver employer-led apprenticeships that are designed by academic subject specialists. They use their extensive knowledge of local and regional developments to provide apprenticeships that are responsive to workforce trends. Leaders and managers have very successful links with employers that result in well-planned and appropriately sequenced curricula. As a result, on- and off-the-job training are aligned successfully to ensure that apprentices develop their knowledge, skills and behaviours.

Managers ensure that their programmes meet the apprenticeship requirements and that apprentices receive their full entitlement to off-the-job training. Apprentices in health benefit from a very effective employer partnership that provides them with a range of placement opportunities. As a result, apprentices develop new knowledge, skills and behaviours in a variety of healthcare settings.

Leaders and managers self-assess their provision thoroughly. They evaluate accurately its strengths and weaknesses. Quality improvement planning identifies appropriately what managers need to do to improve the apprenticeship provision. However, a few actions focus too much on the development of systems and

procedures rather than the impact of these on the quality of teaching, learning and assessment.

Employers and workplace mentors value the training and development that they receive from faculty managers and staff at the university, which helps them to prepare appropriately to support their apprentices. Managers and staff involve employers and workplace mentors effectively in apprentices' progress reviews. As a result, employers and workplace mentors are aware of the progress that apprentices make. However, managers do not have a sufficiently clear overview of apprentices' progress and do not identify quickly enough apprentices who fall behind so they can plan appropriate interventions to get them back on track.

Leaders and managers give apprenticeship provision a high strategic priority in the university. They have developed an apprenticeship governance board to oversee the performance and quality of the programme. Strategic leadership has improved since the start of the academic year and the new leadership team has started to strengthen governance further. The governance team has ensured that more focused targets and success measures are in place to hold managers and staff to account. However, it is too early to measure the full impact of the new governance arrangements.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress

Leaders and managers recruit apprentices to the nurse associate and assistant practitioner in health programmes through a rigorous recruitment and selection process. Staff apply clear and specific entry requirements. They ensure that potential apprentices receive appropriate support to prepare them for their programme.

The nurse associate and assistant practitioner apprenticeships provide high-quality opportunities for healthcare staff to develop the knowledge, skills and behaviours that they need to take greater responsibility in the workplace. Programme directors and lecturers are highly qualified. They use their extensive healthcare knowledge and experience to make strong links between apprentices' theoretical and practical training.

Staff assess apprentices' starting points thoroughly. They use this information effectively to plan the development of apprentices' healthcare-related knowledge, skills and behaviours. Programme directors and workplace mentors ensure that apprentices have detailed individual learning plans with clear targets for them to achieve. However, for a minority of apprentices, learning plans do not identify fully how they will be supported to meet their targets.

Apprentices benefit from experienced workplace mentors who effectively support them in applying their knowledge, skills and behaviours at work. For example, nurse

associate apprentices complete a series of twelve-week work placements in clinical settings independent of their main place of work. In each workplace, a mentor is assigned to provide support and to assess apprentices' levels of competence. As a result, apprentices develop high-level clinical knowledge, skills and behaviours that enable them to work in a broad range of healthcare settings.

Programme directors and workplace mentors ensure that apprentices also develop knowledge and skills for specific aspects of work that interest them. For example, apprentices working on wound management complete extra training on tissue viability to help diversify their skills for work. Programme directors plan and deliver effective learning activities to develop the literacy skills and study skills that apprentices require for higher education.

Apprentices enjoy their studies, take pride in their work and recognise the value of the foundation degree that they study towards. They develop their underpinning knowledge thoroughly as a result of their training. For example, in their healthcare job role, they take blood pressure readings. On- and off-the-job training develop apprentices' ability to interpret these readings and understand when they need to take further action.

Programme directors review apprentices' progress thoroughly and provide effective advice and support to apprentices. They require apprentices to respond to their progress reviews, reflect on their progress and store their learning plans in an electronic system. However, a significant minority of apprentices are slow to upload the information and lack confidence in how to use the digital tool correctly. This hampers their ability to demonstrate fully the progress that they make.

Programme directors prepare apprentices effectively for their gateway and end-point assessments. They ensure that apprentices practise the skills required for assessment throughout their apprenticeship so that they know what will be expected of them during the tests at the end of their programme. Staff ensure that apprentices are aware of the contributions that they can make in their workplace when they have completed their apprenticeship. Most apprentices know how to access higher-level training at the end of their programme.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers ensure that appropriate action is taken to keep apprentices safe. Managers and staff ensure that local agencies and support services provide effective support to apprentices to improve their health and well-being. For example, help and advice are offered for drugs and alcohol misuse, domestic violence and sexual health. The university advice centre is also a reporting location for hate crime and the university is an active member of the 'Hull City of Sanctuary' scheme. As a result, the university environment is a safe and welcoming environment for apprentices to study in.

Leaders and managers place considerable importance on mental health and provide staff and apprentices with access to mental health first aiders and formal counselling services. Staff in the students' well-being team are highly qualified. At the time of the monitoring visit, no apprentices had needed to use the service. Staff use their expertise to provide effective support to apprentices. They discuss at-risk apprentices regularly and agree appropriate interventions and support to keep apprentices safe.

Managers follow safe recruitment practices when employing staff. They conduct checks on applicants' suitability for employment by obtaining three references for all potential employees before they start work. Managers keep accurate and appropriate records of staff qualifications and professional registrations.

Apprentices are safe and feel safe in the university and at work. They know to whom they should report concerns. Staff provide safeguarding information to apprentices at induction, reviews and throughout the programme and, as a result, apprentices know how to stay safe and how safeguarding applies in their workplace. For example, leaders and managers took prompt and appropriate action in response to a recent local incident. All apprentices were issued with personal-attack alarms to help them feel safer when they travel alone.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019