

# University of Leeds

Monitoring visit report

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**Unique reference number:** 133839

**Name of lead inspector:** Steve Hunsley, HMI

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**Type of provider:** Higher education institution

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## 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 level 5 apprenticeships offered by the University of Leeds are delivered through the university's Lifelong Learning Centre. The university began offering employer levy-funded apprenticeships in September 2017. The range of programmes offered includes standards-based apprenticeships for healthcare assistant practitioner and nursing associates. The university currently has 85 apprentices on level 5 programmes, all of whom are above 19 years of age. University staff deliver all the provision, apart from a very small number of English and mathematical qualifications.

### 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, in conjunction with employers, have ensured that the apprenticeships they offer meet the needs of their apprentices. A high proportion of apprentices are returning to learning and have access to effective and supportive learning experiences. Consequently, they gain the new skills, knowledge and behaviours that they need in their job roles as healthcare assistant practitioners and nursing associates.

Apprentices and their employers have a good understanding of the requirements and principles of an apprenticeship programme. Leaders ensure that staff and employers plan all the elements of an apprenticeship effectively. Most apprentices receive more than their minimum entitlement to off-the-job training. This includes blocks of training at the university and job rotation, supported by clinical tutors and mentors in the workplace, or attendance at the university on a day-release basis.

Senior leaders and managers give apprenticeship provision a high priority in the university. This enables relationships with large employer partners to thrive and ensures that the quality of the provision continues to improve. Leaders promote a culture of continuous improvement. They have developed effective governance processes in the form of a Taught Student Education committee, which reports

directly to the Taught Student Education Board and ultimately the university governing council.

Leaders and managers evaluate the quality of their provision continually and thoroughly. Through effective self-assessment and the development of a meaningful quality improvement plan, they identify appropriate actions to improve the provision. However, a few of these actions focus too much on processes and procedures rather than on the impact any improvements may have on the quality of teaching, learning and assessment and the progress that apprentices make.

Leaders and managers have forged strong relationships with their employer partners. Employers and apprenticeship mentors are routinely involved in the planning of learning programmes for apprentices and in their progress reviews. Consequently, employers are fully aware of the progress that their apprentices make. However, a few healthcare practitioner apprentices have not received sufficient information and direction regarding their end-point assessment or future employment prospects.

**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, managers and employers recruit apprentices with integrity and prepare them well for the rigours of an academic, job-related apprenticeship. They ensure that apprentices benefit from appropriate advice and guidance at the start of their programmes and effective support during the programme. Consequently, apprentices make good progress in developing the skills, knowledge and behaviours expected in the National Health Service (NHS) settings in which they work.

Apprentices profit from effective teaching and learning in well-resourced classrooms and laboratories. Programme leaders and teaching staff are highly qualified. They use their extensive healthcare experience and understanding effectively to link theory to workplace practice. They describe assessment methods clearly and give apprentices constructive feedback on their work. Workplace mentors validate apprentices' development of clinical skills. However, they do not record the evidence supporting this development for future reference.

University staff, together with apprentices' mentors, review the progress that apprentices make effectively and act swiftly to ensure that apprentices make expected progress. They provide effective help and support when deemed necessary or when requested by apprentices.

University staff and employers ensure that nursing associate apprentices gain experience across a wide range of placements. Consequently, apprentices gain a broad range of skills relevant to the healthcare sector. Most employers provide additional work-based training and qualifications for apprentices which augment their

skills and knowledge. However, a minority of healthcare assistant practitioner apprentices do not have the opportunity to experience different areas of practice.

Apprentices talk confidently about the new knowledge, skills and behaviours that they gain. For example, they plan care pathways, provide effective clinical care for their patients and quickly become valued members of the workforce. Employers are right to value the changes in the professional approach that apprentices demonstrate as a result of their training.

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

**Reasonable progress**

University staff and employers ensure that effective safeguarding arrangements are in place. Leaders, managers, staff and employers are suitably qualified, as are apprentices, all of whom work for one of several NHS Trusts or private healthcare providers. Staff and apprentices follow safeguarding procedures well and use them effectively, whenever there is a need, as part of their everyday job roles.

University leaders and employers follow safe recruitment practices when employing staff and apprentices. The university secretariat and NHS Trust human resource departments keep accurate and appropriate records of professional registrations and staff qualifications.

Apprentices are safe and feel safe while at work and in their training environments. They demonstrate a good understanding of safeguarding practices. They know how to report any concerns that they may have and to whom they should report them.

Apprentices have an effective understanding of the risks from extremist groups and possible radicalisation. As part of their professional practice modules, they establish a good understanding of how to recognise people at risk and those presenting extremist tendencies.

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