

University of Bradford

Monitoring visit report

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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 the Education and Skills Funding Agency 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 three themes set out below.

The University of Bradford commenced delivering apprenticeships in January 2018. At the time of the monitoring visit, 95 apprentices were working towards a standards-based nursing associate apprenticeship at level 5. The university works with an extensive range of levy-paying National Health Service (NHS) trusts across the Yorkshire region to provide apprenticeship training for their employees.

Themes

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

Reasonable progress

Senior leaders have established a clear rationale for the delivery of the apprenticeship programme. They have built on their successful nursing degree programme and recent nurse associate pilot programme, funded by Health Education England, to respond to local NHS trusts' requirements for nurse associates. NHS employers use their apprenticeship levy funding effectively to develop the apprenticeship programme with the university to meet their workforce development needs.

Leaders and managers ensure that they meet the requirements and principles of apprenticeships. They work well with employers to plan the curriculum, including both on- and off-the-job training. Leaders ensure that apprentices benefit from high-quality learning resources that meet professional and clinical standards. Teaching staff are suitably qualified and well experienced across a range of health-related settings. They use their clinical and research expertise well to motivate apprentices and develop their vocational and academic skills.

Leaders and managers ensure that most apprentices develop their English, mathematical and digital skills, and that they can apply these skills confidently in the workplace. However, they do not manage the quality of English and mathematics provision effectively for the small minority of apprentices receiving external support in these subjects. They do not have a clear overview of the quality of support or the

progress that these apprentices are making towards achieving a level 2 qualification in English and mathematics.

Senior leaders, managers and lecturers have good oversight of the apprenticeship programme and of the progress that apprentices are making. Programme leaders closely monitor the performance of the apprenticeship programme and ensure that most apprentices make expected progress.

Leaders and managers require apprentices to attend the university for clinical and academic learning. As a result, apprentices confidently develop substantial new knowledge and skills linked to their nurse associate job roles. Apprentices benefit from carrying out a range of clinical work placements. The placements enable them to develop and practise their nursing and communication skills while working with a range of other health professionals.

Leaders, managers and employers recruit apprentices with integrity. They follow effective recruitment and induction practices which result in very few apprentices leaving their programmes early. They carry out interviews with prospective apprentices in line with NHS standards and extensive assessments to establish apprentices' starting points.

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

Lecturers use their extensive subject knowledge and vocational expertise well to enable apprentices to develop new skills, knowledge and behaviours that meet clinical and workplace standards. They consider apprentices' prior qualifications and experience to determine their starting points and ensure that they are on the right programme. Lecturers, mentors and clinical practitioners provide effective support and direction. Consequently, apprentices complete their studies in line with professional accreditation standards and expectations.

Staff ensure that apprentices improve their practice through their external work placements and clinical practice at the university. As a result, apprentices develop the confidence to carry out observations on patients to determine potential illnesses. They carry out simple tests well, including taking pulse, blood pressure and temperature measurements.

Most apprentices quickly develop and use their English, mathematical and digital skills in their job roles. They confidently use their mathematical skills to convert between different units of measurement. They use their literacy skills to document and record patient interventions. They use their digital skills to closely monitor patients' vital health signs when they are on the wards.

Lecturers provide informative feedback to apprentices that accurately identifies what they do well. It also includes information about aspects of their clinical practice and academic writing skills that they need to improve. Lecturers monitor apprentices' academic progress accurately to ensure that apprentices make the progress expected of them. Most apprentices' work is at the expected standard. Academic tutors check to ensure that apprentices reference their work appropriately. Most apprentices who do not pass a module at the first submission are successful at their second attempt.

In a few instances, tutors do not record off-the-job training activity well enough during workplace reviews. This means that a small minority of apprentices are unclear about the progress that they are they are making.

A small minority of employers are unclear about their role in assuring that apprentices undertake a range of suitably challenging clinical tasks while on the ward.

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

Leaders and managers place a high priority on ensuring that apprentices are safe. Apprentices know how to report any concerns that they may have. Managers ensure that appropriate safeguarding policies and procedures are in place. These cover all aspects of safe practice, including managing the risks associated with radicalisation and extremism. Staff are skilled at identifying any changes in behaviour that may indicate that an apprentice is unsafe or at risk. They know when to refer their concerns to the designated safeguarding lead.

The designated safeguarding lead is knowledgeable and appropriately trained in all aspects of safeguarding. Leaders investigate and deal with safeguarding concerns promptly and appropriately and refer both internally and to external support agencies. The safeguarding team has a close and productive working relationship with these agencies. Leaders and managers ensure that they keep any confidential safeguarding records secure.

Leaders and managers follow safe recruitment practices and carry out appropriate background checks for all new staff. These include Disclosure and Barring Service checks when it is a requirement of the role. All staff have completed training in safeguarding principles and procedures as well as the requirements of the 'Prevent' duty. These include how to keep apprentices safe from the dangers associated with radicalisation. As a result, staff are clear about their responsibilities and the procedures for reporting concerns.

Leaders and managers ensure that the university meets the 'Prevent' duty requirements. This includes undertaking suitable risk assessments for visiting speakers and frequently updating the 'Prevent' duty action plan. The designated safeguarding officer has effective links with external services and advisory boards

and so keeps up to date with national and localised issues related to radicalisation and extremism.

Managers and staff have developed a shared responsibility for safeguarding with employers, including with designated leads in the workplace, to promote safeguarding. Apprentices, through frequent training, have a broad understanding of how to keep themselves safe. They know how to recognise signs of abuse and radicalisation and how to remain safe when online.

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