

# University of Salford

Higher education institution

## Inspection dates

14–16 May 2019

Overall effectiveness		Good
Effectiveness of leadership and management	<b>Good</b>	Apprenticeships <b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>	
Personal development, behaviour and welfare	<b>Good</b>	
Outcomes for learners	<b>Good</b>	
Overall effectiveness at previous inspection	Not previously inspected	

## Summary of key findings

### This is a good provider

- Leaders and managers have a clear and effective vision to provide inspirational and inclusive apprenticeships to the people of Salford, Manchester, and beyond.
- Nursing and management apprentices benefit from high-quality learning resources, at university and in the workplace, that are highly effective in helping them to learn.
- Apprentices, the majority of whom are existing employees, develop substantial new knowledge and skills that enable them to do their jobs more effectively.
- Partnerships with employers and key stakeholders are highly effective. They ensure that apprenticeships are in occupational areas where there is a shortage of trained staff and meet skills needs both locally and nationally.
- Apprentices benefit from detailed, consistent and constructive feedback that helps them to improve the quality of their work.
- Apprentices produce high-quality work that is often above the standard required for their programme. As a result, many apprentices achieve high grades in their assessments.
- Leaders and managers rely on apprentices' personal records of their off-the-job training and do not have enough oversight to monitor its completion effectively.
- Progress reviews do not always evaluate routinely how successfully apprentices develop the required behaviours to ensure that they are performing at the highest level in their work.
- Lecturers do not always use information about apprentices' existing knowledge and skills to plan and deliver challenging learning activities that meet individuals' needs.

## Full report

### Information about the provider

- The University of Salford offers higher-level, standards-based apprenticeships in nursing at levels 4 and 5, project management at level 4 and housing/property management at level 4. This provision was the subject of the inspection. At the time of the inspection, it had a total of 249 higher-level apprentices on these programmes, with the vast majority studying towards the nursing associate apprenticeship.
- The University of Salford (the university) provides a wide range of undergraduate and postgraduate courses as well as higher- and degree-level apprenticeships. Its main campus is in the city of Salford in the Greater Manchester region of the United Kingdom. The university has approximately 23,000 students and over 2,000 staff from across the world. It offers degrees in a broad range of subject areas. Half of its student population originates from Greater Manchester and two thirds of its graduates remain in Greater Manchester for work and further study.

### What does the provider need to do to improve further?

- Develop a clear, central recording and monitoring system to ensure that leaders and managers do not rely solely on apprentices' own recording of their off-the-job training.
- Ensure that progress reviews evaluate the extent to which apprentices develop the behaviours needed to meet the apprenticeships' standards and demonstrate their effectiveness at work.
- Ensure that lecturers use the information about what apprentices already know and can do to plan and deliver challenging learning activities that meet individual apprentices' needs.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and managers have developed a clear and effective vision to provide inspirational and inclusive apprenticeships to the people of Salford, Manchester and beyond.
- The development of the curriculum for apprentices is good. Highly effective links with employers and key partners such as NHS trusts, Flagship Housing and the Greater Manchester Combined Authority ensure that apprenticeships align to skills shortage areas and strategic skills needs locally, regionally and nationally. Industry Collaboration Zones (ICZs) identify further the benefits of apprenticeships to employers and industry. As a result, apprenticeships meet the needs of employers and apprentices exceptionally well.
- Leaders evaluate the provision stringently. Their self-assessment report is accurate and evidence-based. Leaders and managers have appraised rigorously the quality of apprenticeships and, as a result, they have identified accurately many of the key strengths and weaknesses of the provision. However, the quality improvement plan, which is drawn from the self-assessment report, lacks specificity. Leaders do not review it rigorously or frequently enough to measure the impact of actions on improvement.
- Processes to ensure that the quality of the provision for the academic elements of the programme are thorough. Leaders and managers monitor academic achievements closely through examination boards and module leaders' reports. The oversight of academic achievements is rigorous.
- Leaders and managers have high expectations of their staff and apprentices. Processes to manage the performance of staff are rigorous. Lecturers, clinical educators and apprenticeship staff have frequent performance and development reviews. All staff involved in the education and training of apprentices benefit from high-quality staff development to improve their teaching. Staff routinely share good practice in the classroom through observing each other and teaching together. As a result, the quality of teaching is good.
- Careers information, advice and guidance are of a high quality. Apprentices benefit from well-qualified and experienced careers advisers who provide aspirational yet realistic careers advice and guidance for employment. However, guidance for apprentices who want to progress to further study on higher education programmes is too limited.
- Leaders and managers promote equality and celebrate diversity successfully. They provide an inclusive environment and experience for apprentices. Apprentices benefit from a wide range of staff and student support networks such as lesbian, gay, bisexual, and transgender, disability, women's voice and faith groups. A quarter of apprentices are from neighbourhoods where participation in higher education is traditionally low.
- Leaders and managers do not have a clear, central oversight of how much off-the-job training apprentices complete. Apprentices record their own off-the-job training. However, leaders and managers do not record or monitor this centrally to ensure that all apprentices receive sufficient off-the-job training.

## **The governance of the provider**

- Governance of the apprenticeship provision is effective. Leaders within each school are responsible for the governance function for the apprenticeships they offer. This is overseen through the university's council and senate committees. These structures ensure that governance arrangements include regular and thorough reviews of the apprenticeship provision. Leaders are establishing a degree apprenticeship board that will have responsibility for higher-level apprenticeships as well as degree apprenticeships. However, at the time of the inspection, the board had yet to have its inaugural meeting.
- Leaders, council and senate members have a good understanding of the strategic purpose and the quality of the apprenticeship provision. They are highly qualified and very experienced. They have a range of useful specialisms such as education and finance. They hold leaders and managers to account regularly and monitor the quality of the provision closely through relevant performance measures.
- Module leaders contribute effectively to the governance function. Their reports challenge the quality of apprenticeships appropriately and set relevant actions for improvement. These reports feed into school examination boards and through to the council or senate committees if further action is necessary.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders and managers place a strong emphasis on keeping apprentices safe. They have extended this culture effectively to embrace their responsibilities under the 'Prevent' duty. Leaders and managers have implemented effective and comprehensive policies, procedures and training to ensure that staff understand their responsibility in keeping apprentices safe. An experienced, designated safeguarding team provides help and advice with staff's and apprentices' safeguarding concerns. They have effective agency contacts that they refer to when necessary, including Salford's 'Bridge Partnership', the police and the regional 'Prevent' duty lead. Leaders and managers provide accessible out-of-hours help as required.
- Apprentices receive an effective programme of induction that includes information on how to keep themselves safe. Each apprentice has a personal tutor they meet regularly who is knowledgeable about safeguarding and associated matters. The university's 'AskUS' service provides additional assistance should apprentices have any concerns about their own or someone else's safety.
- Leaders and managers follow effective recruitment practices. They ensure that appropriate checks are carried out on all staff before their employment by the university to ensure their suitability. Nursing apprentices are subject to appropriate checks by their employer.
- Comprehensive advice and support are available to ensure apprentices' health and wellbeing. Around a tenth of apprentices have made use of these services.
- Leaders monitor health and safety across the university effectively. Risk assessments are comprehensive and robust. Apprentices receive useful information about health and safety requirements and expectations during induction.

## Quality of teaching, learning and assessment

Good

- Lecturers have high expectations of apprentices. Most provide well-planned and engaging lectures and seminars. Lecturers use a variety of different approaches to learning. Apprentices receive lecture notes and learning materials well in advance of the start of a module that enable them to prepare for their studies effectively. Apprentices make good use of the enhanced learning materials and activities that lecturers provide for them. For example, housing apprentices read about current legislation on the reduction of homelessness to expand their contextual knowledge. Nursing associates attend theory-based lectures, for example on the respiratory system. Lecturers follow these up in seminars where apprentices use case studies and workplace scenarios to apply their knowledge and understanding. As a result, the vast majority of apprentices are motivated to learn and make better than expected progress.
- Lecturers are highly qualified and experienced. They update their subject-sector knowledge and practice regularly to ensure that the information that they give to apprentices is current. They retain active links with their respective industries. For example, nursing staff maintain their nursing and midwifery registrations; housing lecturers are members of the Chartered Institute of Housing. Lecturers use their knowledge and industry experience effectively to help learners develop good sector-based professional practices to meet employers' needs.
- High-quality, industry-standard resources are effective in helping apprentices develop their practical skills. For example, the clinical skills laboratories for nursing associates provide realistic working environments for apprentices to practise complex care skills and techniques in a safe environment.
- Apprentices benefit significantly from the extensive support provided by lecturers and university student support services. This support helps apprentices to stay on their programmes and make good progress. For example, most apprentices who are at risk of falling behind with academic work are identified quickly due to regular contact with university staff and workplace assessors.
- Lecturers provide clear and detailed feedback on assessments. Feedback includes suggesting how apprentices can develop their academic writing skills further as well as proposing additional reading that extends apprentices' knowledge. As a result, apprentices know what they need to do to improve their academic work and, in some cases, their effectiveness at work. However, a few lecturers do not challenge apprentices effectively or check their progress and understanding regularly.
- Lecturers do not make good enough use of information about what apprentices already know and can do when they start their programmes. As a result, they do not set targets for apprentices that are sufficiently challenging. All apprentices use a variety of different methods to evaluate their own starting points such as 'skills scans' and evaluations of their study skills. However, lecturers do not use the results of these assessments sufficiently to plan individualised learning and set challenging, personalised goals.
- Reviews of apprentices' progress do not consider how successfully apprentices develop the behaviours required of them as detailed in the apprenticeships' standards. They focus too narrowly on the standard of apprentices' academic work. Targets set during reviews are too general, for example 'continue to work to the same high standards'.

Consequently, apprentices and employers do not know precisely how much progress apprentices make in improving their competence and performance at work.

- A minority of nursing associate and housing associate apprentices are unclear about the requirements of the assessment that comes at the end of their programmes. The lack of clarity relates particularly to the development and testing of required behaviours. Too many apprentices do not receive guidance on how to prepare for these summative tests. However, associate project manager apprentices develop the skills needed to meet this assessment method. For example, they discuss readily the work-based projects that they have selected for their assessments. Across the apprenticeship programme, staff do not utilise the assessment grading criteria effectively enough and rely on percentages rather than pass, merit or distinction grade criteria to judge standards of work.

## Personal development, behaviour and welfare

**Good**

- The vast majority of apprentices gain new knowledge and skills and apply these proficiently in their varied work settings. Where the apprentices are existing employees with previous long-term sector experience, they explain articulately how they have gained new knowledge and skills to carry out their job roles more effectively. Teaching staff make clear links in their sessions to workplace practices throughout the apprenticeship programmes. These develop apprentices' understanding and application even further. For example, nursing associate apprentices describe enthusiastically how they have gained new venepuncture and electroencephalogram skills. Others demonstrate successfully their new understanding of physiology and disorders linked to abnormal blood pressure. As a result, they identify the deterioration in someone's condition more rapidly and provide appropriate treatments swiftly.
- Apprentices gain confidence in their abilities that helps them to be more effective at work. Employers value the increased contribution that apprentices make to their workforce due to their increased knowledge, understanding and confidence. Many have already gained promotion at work because of the apprenticeship programmes they study. Apprentices are clear on their roles, responsibilities and rights in the workplace. They work cooperatively with workplace colleagues, peers and academic tutors, visiting assessors and their service users.
- Apprentices attend lectures and seminars regularly and on time, both at the university and online. However, while managers keep attendance records, these do not link routinely to on- and off-the-job training records to enable them to have an accurate oversight of attendance overall. Leaders and managers have implemented new systems recently to strengthen attendance and off-the-job recording. However, the impact of these new approaches is not yet evident.
- Apprentices feel safe and are safe both at the university and at work. They know who to contact if they have any concerns. All employers receive effective information that identifies their safeguarding responsibilities to support their apprentices. Apprentices understand and follow safe working practices, for themselves and others, including vulnerable service users. However, apprentices do not have a good enough understanding of the dangers of radicalisation and extremism. Apprentices have a basic knowledge of British values.
- Employers undertake rigorous recruitment and selection processes when recruiting their

apprentices. These prepare apprentices thoroughly for the next steps in their careers. The vast majority of apprentices take on new and relevant responsibilities during their studies. They are encouraged to consolidate these roles into permanent positions on the successful completion of their apprenticeship. For example, nursing associate apprentices in more junior roles within the NHS, have the opportunity to become permanent nursing associates.

- Apprentices develop a wide range of study, team-building, problem-solving, research, reflection, evaluation and independent learning skills successfully. These skills help them to maintain good attitudes towards their work and studies. Almost all apprentices make good progress in both academic and work-based components of their apprenticeship.
- Apprentices receive high-quality careers information, advice and guidance (CIAG). CIAG are an integral part of the nursing associate and housing apprenticeships. Apprentices are aware fully of the progression opportunities available to them, particularly relating to their career progression in the workplace.
- Apprentices take pride in their work. The vast majority produce work that is frequently above what is expected of them. Assignments are well presented. Project management apprentices organise their portfolios professionally and include contents pages, clear diagrams and the relevant use of colour to show trends in data or cash flow. Nursing associates produce good sets of lecture notes that combine electronic presentations from the university's online learning materials with their own class notes.
- Apprentices behave well and conduct themselves professionally at university and in their work environments.
- A very small minority of nursing associate apprentices who are new to the care sector do not receive additional support to develop their clinical competencies swiftly enough. As a result, they make slower progress than their peers who have extensive clinical experience.
- A minority of lecturers do not identify routinely individual apprentices' support needs. There is an over-reliance on self-referral for support such as drop-in workshops, including for the development of their English and mathematical skills. However, nursing associate apprentices undertake repeat formative mathematics testing in order to meet core requirements of their provision.

## Outcomes for learners

## Good

- The first cohorts of apprentices are not yet due to complete their apprenticeships. Almost all apprentices on the very small associate project manager and senior housing/property management apprenticeships remain on their programme.
- Too many apprentices on the first cohort of the nursing associate programme left their apprenticeship early. Leaders and managers systematically reviewed recruitment for this apprenticeship. As a result, very few apprentices on subsequent cohorts leave their apprenticeship early.
- Progression between levels 4 and 5 of the nursing associate programme is good. Most apprentices in the first cohort achieved their level 4 qualification in the first year and have progressed to level 5 qualifications in the second year of their apprenticeship. All other

cohorts have yet to progress to their second year.

- The large majority of apprentices pass their academic assessments at the first attempt. Many achieve high percentage grades in their assessments. Most apprentices skilfully relate their academic knowledge to workplace practice.
- Most apprentices make substantial progress in developing their vocational skills. For example, nursing associates practise clinical skills and undertake regular skills assessments through objective structured clinical examinations (OSCEs). Associate project manager apprentices develop practical skills through the completion of assessments based on specialist projects for their employer.
- Many apprentices gain promotion or additional responsibility as a result of their apprenticeship. For example, apprentices on the associate project manager programme have used their good project management skills to gain promotion with their current employer. Apprentices on the senior housing/property management programme receive pay increases linked to academic performance. Nursing associate apprentices gain temporary pay increases which will become permanent on completion of the apprenticeship.

## Provider details

Unique reference number	133845
Type of provider	Higher education institution
Age range of learners	19+
Approximate number of all learners over the previous full contract year	109
Vice Chancellor	Professor Helen Marshall
Telephone number	0161 295 5000
Website	<a href="http://www.salford.ac.uk/homepage.html">www.salford.ac.uk/homepage.html</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	–	–	–	–	–	–	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	6	–	–	–	243	
Number of traineeships	16–19		19+		Total			
	–		–		–			
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

## Information about this inspection

The inspection team was assisted by the head of quality and enhancement, as nominee. Inspectors took account of the university's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the university.

## Inspection team

Suzanne Wainwright, lead inspector	Her Majesty's Inspector
Bev Cross	Ofsted Inspector
Maria Rayworth	Ofsted Inspector
Anita Prykotsch-Jones	Senior Her Majesty's Inspector

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