

Canterbury Christ Church University

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 that began to be funded from April 2017 or after by 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 themes set out below.

Canterbury Christ Church University introduced levy-funded apprenticeships in September 2017. The university offers apprenticeship programmes in Kent and East Sussex following requests from National Health Service (NHS) Trusts and other healthcare sector organisations. All apprentices are employed in hospitals and care settings in the region. At the time of the monitoring visit, 58 apprentices were enrolled on level 5 standards in healthcare assistant practitioner and nursing associate studies.

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 and ambitious strategy for their apprenticeship provision. They use their excellent links with local and regional partners and employers to make sure that their courses meet the needs of the local community. Managers and staff work very effectively with local schools and colleges to promote apprenticeships in the healthcare sector.

Managers have planned the curriculum carefully to meet the needs of apprentices and the healthcare sector. Apprentices benefit from this well-designed and structured curriculum because it helps them to improve their knowledge of healthcare topics in a logical and sensible way.

Managers and staff make sure that apprentices receive thorough guidance at the start of their programme. This ensures that they are on the right course and understand the requirements of their apprenticeship programme. Managers check the skills of apprentices carefully at the start of their courses. They make sure that apprentices develop the skills and knowledge they need to gain promotion when they

finish their programmes. Managers check frequently on the progress of apprentices. They contact employers quickly and intervene effectively if needed.

Leaders do not have a detailed understanding of the quality of teaching, training and assessment. This means that they cannot accurately review the performance of the apprenticeship provision. As a result, self-assessment is not effective. Leaders do not have a detailed and robust improvement plan in place to deal with any weaknesses in teaching and learning.

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

Apprentices value the support they receive from staff and colleagues. This helps them gain confidence, enhance their learning and develop good team-working skills. All apprentices have a workplace mentor and are supported well by many of their professional colleagues, who provide witness statements, share their knowledge and encourage on-the-job learning.

Apprentices develop new knowledge and skills rapidly and apply these confidently in their jobs. They benefit greatly from work placements, which broaden their knowledge. For example, associate nurses gain experience of day surgery, urology, orthopaedics and community services during their placements.

Apprentices are keen to share their newly acquired knowledge. They develop the confidence to support new healthcare assistants while working on wards and hospital departments. They explain the use of medical equipment to new colleagues and respond to questions with assurance and clarity.

Staff make sure that apprentices understand the importance of their end-point assessments. They use an optional module to help apprentices revise for the final assessment. However, managers do not understand the exact requirements of end-point assessments and, as a result, are not able to plan carefully enough to prepare apprentices for this.

Apprentices develop strong communication and literacy skills during their apprenticeships. Staff plan effective classroom activities for apprentices such as presentations. They make sure that apprentices develop valuable research skills that help them with their assignments.

Apprentices improve their work and knowledge as a result of the detailed feedback they receive from teachers. Although teachers correct apprentices' grammatical errors, they do not provide them with strategies they can use to avoid the same mistakes in future work.

Staff make sure that apprentices who need extra help receive the support they need to be successful. Apprentices who have additional learning needs, such as dyslexia, have appropriate support through adaptations such as specialist software and additional assessment time.

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

Apprentices feel safe in work and in their off-the-job training. Leaders ensure that apprentices are safe. Although leaders have clear safeguarding procedures in place, they recognise the need to improve their policies to fully reflect their current practice.

Leaders ensure that all staff receive appropriate safeguarding training. They make sure that safeguarding lead managers receive specialist training to keep them fully informed of potential risks to apprentices.

Leaders use their effective links with relevant local agencies when required. Although they have a 'Prevent' duty action plan it does not identify the local threats that apprentices face. Staff and apprentices know how to report any concerns they may have.

Apprentices know in detail about their responsibilities towards their patients. They are less clear about how safeguarding or the risks of radicalisation apply to themselves and their local community.

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