



Key Findings Quickbook

Focus on

Apprenticeships in

Universities

Source: Ofsted reports published between

Jan 2018 and March 2019

<https://reports.ofsted.gov.uk/>

Purpose

We appreciate how time consuming it can be to make effective use of the key findings found in Ofsted inspection reports.

To help you, we have extracted the key information for you and published in one simple to read Quickbook.

The detail in this Quickbook shows you the overall grades and summary of key findings for apprenticeships delivered by universities during the period January 2018 to March 2019. There are both strengths and areas for improvement summarised in each.

The quickbook covers full inspections.

The content of each has been wholly sourced from the public reports published on the Ofsted website. To read the full report please go to <https://reports.ofsted.gov.uk/>

Mesma's InsightQ software platform supports you to implement a cohesive model of quality assurance and improvement. The modules support you to ask:

- Where are we now?
- Where do we need to get to?
- How will we get there?

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

Summary of key findings

This is an outstanding provider

- Leaders and managers have very successfully established a culture of high expectations for apprentices through providing challenging, high-quality apprenticeships that lead to secure careers.
- An expertly designed curriculum very effectively meets the needs of employers and regional economic priorities.
- Leaders rapidly tackle any concerns that they identify through rigorous quality improvement to ensure that provision for all apprentices is of a very high standard.
- Leaders, managers and governors place a high priority on apprenticeships and ensure that apprentices benefit significantly from excellent resources and learning environments.
- Expert tutors plan learning that enables apprentices to gain an in-depth understanding of their subjects and a good awareness of the challenges and rewards of working in the laboratory science, health and care sectors.
- Tutors use learning activities that motivate and meet the needs of apprentices exceptionally well.
- Well-trained and fully briefed practice mentors provide high-quality support and guidance for apprentices in their workplaces.
- Staff have very high expectations of apprentices, and the support that they provide is excellent. As a result, apprentices gain significantly in confidence; they are able to participate in learning at a higher level than previously and respond successfully to the rigour and academic challenge of their apprenticeships.
- Apprentices make excellent progress in improving their skills, knowledge and behaviours; they make significant improvements to the quality of their work so that it meets and often exceeds industrial requirements.
- Apprentices are conscientious and diligent, and they participate enthusiastically in learning and work.
- A very high proportion of apprentices achieve within the planned timescale.
- In a few cases, tutors do not combine the findings of the separate academic and workplace reviews to provide employers with comprehensive information about apprentices' progress to enable them to provide specific support where needed.

University of Essex

Higher education institution

Inspection dates

6–8 February 2019

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

Summary of key findings

This is a good provider

- Senior leaders have worked closely with staff in NHS trust hospitals to develop an apprenticeship programme that meets fully the needs of their employees.
- Almost all apprentices, many of whom have been out of education for long periods of time, complete their apprenticeship and achieve their qualification.
- As a result of effective support from university staff, apprentices develop the skills they need for their next steps in their health service careers.
- Senior leaders support university staff very effectively to help them to improve their professional skills and knowledge. Staff develop high levels of expertise in health and social care.
- Employers value the skills that apprentices develop during their course. Apprentices become skilled and caring practitioners, to the benefit of their patients.
- Leaders and managers analyse achievement information in detail. They plan carefully and successfully to reduce the differences in achievement between different groups.
- Apprentices benefit from thorough and useful feedback from lecturers. They understand how to improve their work.
- Apprentices receive comprehensive careers advice and guidance from staff at the university. This helps them to plan their next steps very effectively.
- University staff do not set clear enough actions and targets to quickly improve the attendance of apprentices.
- Teaching in off-the-job training is not consistently good.
- Apprentices do not have enough time in their busy workplaces to allow them to reflect fully on their learning. As a result, they lack confidence to apply their learning to their practice.

University of Derby

Higher education institution

Inspection dates

5–8 February 2019

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good	Adult learning programmes	Good
Personal development, behaviour and welfare	Good	Apprenticeships	Good
Outcomes for learners	Good	Provision for learners with high needs	Good
Overall effectiveness at previous inspection			Requires improvement

Summary of key findings

This is a good provider

- A very high proportion of apprentices at levels 4 and 5, who form the majority, successfully complete their apprenticeships.
- A high proportion of students progress to employment at the end of their programmes, including adults who complete employability training.
- Staff provide very effective support for those students and apprentices who require extra help, especially those who have severe and complex needs.
- Teachers help students and apprentices to develop their practical skills well, providing them with good preparation for employment.
- Very effective careers education, information, advice and guidance help students and apprentices select appropriate next steps.
- Staff provide students with a wide range of additional activities that help them to develop broader knowledge and understanding of the wider world.
- Students and apprentices grow in confidence because of the guidance, support and teaching they receive from staff.
- Managers and staff have developed a strong culture of safeguarding that ensures that students and apprentices are protected and understand what they should do if they feel unsafe.
- Managers tackle any below-standard work by teachers well, and this leads to improvements in the quality of teaching, learning and assessment.
- A number of initiatives to improve teaching, learning and assessment have yet to be consistently adopted by all staff.
- Attendance at English and mathematics lessons is too low.
- Managers do not have access to enough collated and summarised information to help them to understand how well different groups of students and apprentices are doing.

The Manchester Metropolitan University

Higher education institution

Inspection dates

20–23 November 2018

Overall effectiveness			Outstanding
Effectiveness of leadership and management	Outstanding	16 to 19 study programmes	Outstanding
Quality of teaching, learning and assessment	Outstanding	Apprenticeships	Good
Personal development, behaviour and welfare	Outstanding		
Outcomes for learners	Outstanding		
Overall effectiveness at previous inspection			Outstanding

Summary of key findings

This is an outstanding provider

- Leaders, managers and the governing body have a clear vision to provide high-quality study and apprenticeship programmes, which are being effectively executed, and making higher education accessible and beneficial for all.
- Employer and stakeholder engagement, particularly in the art and design sector, is exceptional.
- Leaders, managers and the governing body have invested in high-quality, specialist laboratories, studios and resources to the benefit of all students and apprentices.
- Performance management is highly effective.
- Teaching, learning and assessment are highly effective in providing students and apprentices with extensive and highly appropriate knowledge, skills and behaviours that support them to progress to further study or employment.
- The progress that study programme students make on their programmes from their starting points is outstanding, with a high proportion making better than expected progress.
- Tutors very effectively use peer assessment to help study programme students develop innovative and creative ideas in the design and production of their artwork.
- Apprentices develop a good standard of technical and practical skills, which they use in the workplace to make a positive contribution to their employers' businesses.
- Tutors on the study programme in foundation in art and design diligently prepare students for higher education, resulting in most progressing to their university of choice.
- Leaders and managers have ensured that the information, advice and guidance that students and apprentices receive are highly effective.
- Tutors do not ensure that apprentices' progress reviews are used well enough to prioritise apprentices' skill development in the workplace.

London South Bank University

Higher education institution

Inspection dates

12–14 February 2019

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

Summary of key findings

This is a good provider

- Leaders and managers at all levels of the organisation are committed to providing apprenticeships that align well with the university's vision and mission of improving the life chances of local people.
- Leaders and managers have successfully created a culture in which they and staff have high aspirations for their apprentices.
- Leaders and managers have established effective partnerships with employers, including National Health Service (NHS) trusts and large construction companies. This supports apprentices to develop the appropriate high-level skills they need for their job.
- Leaders and managers provide apprenticeships in subjects such as healthcare assistant, nursing, building services and civil engineering, for which there is a high demand locally.
- Tutors plan and teach lessons that improve apprentices' ability to do their jobs effectively.
- Apprentices are supported well in their jobs to develop good practical skills that they can apply confidently in their workplace.
- Tutors support apprentices well to develop career goals and encourage them to meet their aspirations successfully.
- Apprentices have a good understanding of British values, equality and diversity and their impact in the workplace.
- A minority of apprentices do not attend training frequently enough.
- Leaders and managers do not have a sufficiently comprehensive overview of the quality of provision and are therefore not well enough informed about areas for further improvement.
- The proportion of apprentices who achieve qualifications in English and mathematics is too low.
- On construction apprenticeships, staff do not ensure that all apprentices have sufficient time for off-the-job training.

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

Summary of key findings

This is a good provider

- Highly motivated and well-qualified lecturers use their considerable specialist subject expertise to inspire and motivate apprentices.
- Apprentices benefit from a good range of well-planned and highly effective teaching, learning and assessment activities.
- Most apprentices make good progress in developing their confidence and fine-tuning their health and clinical practical skills to the standards required to complete their apprenticeship successfully.
- Lecturers and work-based clinical educators work diligently to ensure that apprentices routinely adopt safe working practices that promote patient safety and well-being.
- Apprentices benefit from routine access to an outstanding range of specialist health and clinical studies teaching resources that support them well in their learning, and in extending their professional skills.
- Apprentices participate enthusiastically in activities which extend their confidence and skills for the benefit of patients.
- Apprentices quickly develop good work-related attitudes and behaviours that prepare them well for working life.
- Leaders have developed good strategic partnerships with a wide range of employers, local authorities and community groups; apprenticeship programmes are well aligned to local, regional and national priorities.
- Leaders and managers set high expectations for apprentices and have successfully developed a curriculum that enables them to gain the skills they need for sustainable employment.
- A high proportion of apprentices have successfully completed their apprenticeships over the past two years, most within the planned timeframe.
- Lecturers do not make early enough use of the information they have about apprentices' starting points in English and mathematics to plan learning well.
- Too few employers participate routinely in planned reviews of apprentices' progress.
- Aspects of quality improvement and self-assessment are insufficiently rigorous in order to promote improvements across the apprenticeship programme.
- Leaders' and managers' use of management information to inform their understanding and oversight of the apprenticeship programme is an area for development.

Southampton Solent University

Higher education institution

Inspection dates

30 October – 2 November 2018

Overall effectiveness			Good
Effectiveness of leadership and management	Good	Apprenticeships	Good
Quality of teaching, learning and assessment	Good		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Outstanding

Summary of key findings

This is a good provider

- Apprentices rapidly develop good clinical and health-related vocational skills and behaviour to the standards expected by employers.
- Apprentices benefit from good support provided by university staff and their employers. This helps them to overcome personal difficulties that might otherwise stop them learning.
- University tutors and work-based mentors closely monitor apprentices' clinical skills in the workplace. As a result, apprentices make very good progress and develop high-level technical skills and knowledge that their employers value.
- Lecturing staff use their considerable vocational knowledge and strong occupational expertise effectively to inspire and motivate apprentices.
- Apprentices receive good-quality impartial advice and guidance, which helps them make well-informed educational and career choices.
- A high proportion of apprentices achieve their qualifications in the planned time and progress into sustained employment.
- Apprentices in health and social care benefit from access to very well-equipped and well-resourced clinical demonstration facilities.
- Leaders have developed effective partnerships with other organisations. These help them to respond well to the educational and workforce needs of the area.
- Governors use their expertise and skills effectively to hold senior leaders and managers to account for the quality and outcomes of the provision.
- Staff do not assess apprentices' skills in English and mathematics well enough at the start of their programmes.
- Apprentices' personal development reviews are not fully effective. Too few employers take part in the process, and written feedback from university staff is often too brief and unspecific.
- Leaders and managers are not able to check apprentices' progress in detail, because of a lack of comprehensive data.

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<https://mesma.co.uk/download/mesmademo/>

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