

University of Hertfordshire

Monitoring visit report

Unique reference number: 133783

Name of lead inspector: Derrick Baughan, Her Majesty's Inspector

Inspection dates: 23–24 October 2019

Type of provider: Higher education institution

Address: Hatfield Campus
College Lane
Hatfield
AL10 9AB

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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

The University of Hertfordshire (the university) gained approval to provide levy-funded nursing associate apprenticeship programmes in April 2018. At the time of the inspection, 120 apprentices are on the level 5 nursing associate standards-based apprenticeship. The university provides classroom training on a weekly day-release basis at one of its campuses in Hatfield. Apprentices work in hospitals and care settings in and around Hertfordshire. The university does not use subcontractors for delivery of this provision.

Themes

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

Significant progress

Leaders have a clear strategy to provide highly effective apprenticeship programmes that meet the requirements of an apprenticeship, and the needs of apprentices and employers. Leaders have been especially diligent in ensuring that apprentices receive the appropriate amount of high-quality off-the-job training.

Leaders have ensured that highly qualified staff use their skills and knowledge very effectively to develop apprentices' knowledge of nursing and the role of a nurse. For example, apprentices are aware of the accountability of their work and its impact on the lives and well-being of their patients.

Leaders have good arrangements in place to prepare apprentices for their end-point assessments. Apprentices have a good understanding of these assessments and how they need to prepare for them.

Leaders and managers work closely and effectively with employers to ensure that the programmes meet their needs. Leaders and employers ensure that apprentices develop their skills in a wide range of clinical settings, to prepare them thoroughly

for working anywhere in nursing. Apprentices' training prepares them to work in any area from conception to death.

Leaders have put in place a well-structured and supportive programme to develop apprentices' skills in English and mathematics. Leaders have appointed a permanent study skills support member of staff, who works well with lecturers and other staff to help develop apprentices' skills. As a result, apprentices carry out detailed academic research and write assignments to a high standard.

Leaders have set up comprehensive ways to check the development of apprentices' skills, knowledge, and behaviours. All staff are involved in monitoring this development. They communicate effectively with each other. As a result, leaders have a particularly good understanding of apprentices' progress.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?

Significant progress

Apprentices very quickly develop substantial new skills, knowledge and behaviours. They use these to the benefit of the settings in which they work. Apprentices provide good-quality care services to patients. They competently carry out other tasks, such as helping with the drugs rounds, under supervision. Apprentices are totally committed to their learning and have a passionate belief in the value of what they do.

Apprentices can recall clearly and in detail what they have learned. For example, they confidently explain how measurement of a patient's blood pressure can aid the diagnosis of a range of conditions. They explain in detail the difference between diastolic and systolic pressure. Lecturers use questioning well to develop and reinforce apprentices' understanding.

Lecturers and workplace staff work highly effectively together. They identify the workplace skills apprentices need and plan training accordingly. Staff ensure that apprentices promptly practise these skills in the workplace after classroom training.

Apprentices receive outstanding support during their programme. They receive daily support from the wide range of staff involved. This includes their lecturers, workplace mentors and NHS trust education staff. Staff share their knowledge of the developing competence and confidence of individual apprentices. As a result, apprentices stay on programme.

Apprentices develop excellent levels of professional confidence. Apprentices are very aware of the need to develop this confidence. For example, they are aware that they

will need courage to question other staff, should they be unsure whether patients are getting the right treatment or medication.

Apprentices have good knowledge of British values and how they apply to them and their working lives. For example, apprentices are aware of the challenges they face, relating to individual liberty when patients want to discharge themselves from hospital before their medical treatment is complete.

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

Leaders have established a very strong culture of safeguarding. Leaders ensure that dedicated safeguarding staff receive a wide range of safeguarding training. These staff deal with any concerns extremely swiftly and effectively. Apprentices know whom to contact should they have concerns.

Apprentices are safe and feel safe. They receive detailed training on how to keep themselves safe in the workplace and when working online. Apprentices have a good understanding of health and safety in the workplace. For example, apprentices give many examples of how to follow the guidance when dealing with substances hazardous to health.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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