

University of York

Monitoring visit report

Unique reference number:	133913
Name of lead inspector:	Rebecca Clare, Her Majesty's Inspector
Inspection dates:	23–24 June 2021
Type of provider:	Higher education institution
Address:	Heslington York YO10 5DD

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 '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 York has provided levy-funded apprenticeships since December 2019. Currently, 43 apprentices are on the level 5 nursing associate apprenticeship standard, of whom 20 started their programmes in December 2019 and 23 in January 2021. The university works with one main subcontractor, the York and Scarborough Teaching Hospitals NHS Foundation Trust, which provides practice-based support and training to 35 apprentices based at York Hospital. The remaining eight apprentices are based with the Haxby Group of GP services or the Tees, Esk and Wear Valleys NHS Foundation Trust.

All apprentices were on a break in learning between March and September 2020 because of the impact of COVID-19 (coronavirus) on their workplaces. At the time of the monitoring visit, all university sessions for these apprentices were taking place online. The impact of COVID-19 has been taken into account in the findings and progress judgements below.

Themes

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

Reasonable progress

Leaders ensure that the programme meets the requirements of successful apprenticeship provision.

University staff work effectively with employers to plan and teach an ambitious and comprehensive curriculum that enables apprentices to develop skills that are in great demand across a range of clinical settings. Apprentices gain valuable experience in the four main fields of nursing – adult, children, mental health, and learning disabilities – through high-quality work placements.

The programme equips apprentices well for their next steps. Staff carefully plan curriculum content so that apprentices can progress to the second year of nursing degrees on successful completion of their apprenticeships. A large proportion of apprentices, who might not otherwise have been able to study at degree level, plan to take this route to nursing careers. Apprentices use high-quality careers information to help them decide whether to take this option or remain as nursing associates on completion of their programme.

Apprentices benefit from lecturers' up-to-date clinical experience, significant subject expertise and teaching skills. The health science department at the university has an international reputation for health-related research and many staff are active researchers. They have completed effective training specifically related to teaching on apprenticeships.

Leaders, managers and governors use the university's rigorous quality assurance procedures effectively to develop and improve the programme.

Leaders and managers have set up innovative and effective subcontracting arrangements for apprentices based at York Hospital. The York and Scarborough Teaching Hospitals NHS Foundation Trust provides significant additional clinical and teaching expertise that supports apprentices well in work placements. The trust is quickly developing comprehensive procedures to ensure efficient and effective oversight of all aspects of the quality of education they provide.

Leaders and managers have well-developed plans for the university to become the programme's end-point assessment organisation. However, they have not yet ensured that apprentices and employers are fully aware of the arrangements for final assessments.

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**

Staff enrol suitable applicants onto the apprenticeship programme. Lecturers use information gained from initial tests and interviews well to plan programmes that build on apprentices' previous experience and knowledge.

Staff teach curriculum content in a logical order, so that apprentices systematically increase their expertise over time. For example, apprentices study the cardiovascular system early in their course so that they can then use this knowledge effectively later when learning about care of patients with cardiovascular diseases.

Lecturers skilfully reinforce the most important concepts and skills that they want apprentices to remember. For instance, lecturers set reading tasks on medicines optimisation before using synchronous online sessions to explore the topic in further

depth. Apprentices then share their various clinical experiences of medicines optimisation in small online groups. This focused approach ensures that apprentices understand key principles well and can explain their application in a range of contexts. Apprentices remember key information securely over time because they apply it at work and reflect on it in their journals.

Lecturers use assessment well to check apprentices' progress. They share this information so that employers understand which tasks apprentices need to practise at work. Lecturers and employers take effective, collaborative action to provide extra support if apprentices fall behind.

Apprentices develop their understanding of mathematics, English and digital skills well. Lecturers provide relevant, work-related opportunities for apprentices to practise these skills. For example, apprentices consolidate knowledge of ratios and percentages by calculating weight-based medication doses at work.

Lecturers provide helpful feedback that enables apprentices to develop their academic skills well. However, in a few cases, lecturers give overly positive feedback about apprentices' understanding of key subject content. This does not help apprentices learn as much as they could about some aspects of the curriculum.

Leaders and managers have plans in place to improve apprentices' rudimentary understanding of arrangements for final assessments.

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

Leaders and managers ensure that appropriate safeguarding policies, procedures and risk assessments are in place. Staff receive comprehensive and up-to-date safeguarding training. Apprentices know how to report any safeguarding concerns.

Lecturers and employers ensure that apprentices understand how to keep themselves and others safe at work. For example, apprentices who work with older people know the potential signs of abuse in vulnerable adults and how to report these concerns. Apprentices are aware of the need for locked doors on hospital wards and that visitors have to use the intercom to gain entry. Apprentices also understand how to minimise the risks of the transmission of COVID-19 at work.

Apprentices know how to stay safe from a range of wider risks, including online risks. They have a basic understanding of risks associated with extremism and radicalisation. However, their understanding of safeguarding risks in the communities in which they live is undeveloped.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021