

# Leeds Trinity 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 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.

Leeds Trinity University (LTU) began the delivery of degree apprenticeships in 2018. At the time of the monitoring visit, there were 774 apprentices studying across eight standards. Over half of the apprentices are studying the level 6 police constable degree apprenticeship. Around a fifth are studying the level 6 supply chain leadership professional degree apprenticeship. The remaining apprentices are studying standards in business-related subjects or in children, young people and families. The standards offered range from level 4 to level 7. LTU subcontracts aspects of its two largest programmes to the West Yorkshire Police and Crime Commissioner and CP Training Services Limited. A subcontract with 1Qual for the delivery of functional skills English and mathematics is being phased out due to a change in entry criteria. All apprentices are aged 18 or over.

## Themes

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

### Reasonable progress

Leaders collaborate very well with specialist subcontractors and employers to develop apprenticeship programmes that are relevant to industry needs. They work together closely to select, design and teach an effective curriculum that enables apprentices to develop significant new knowledge, skills and behaviours that are pertinent to the workplace. For example, police constable apprentices quickly develop the skills and behaviours that they need to carry out independent patrols.

Leaders take appropriate action to ensure that their programmes meet the requirements of apprenticeship provision. They make suitable arrangements for apprentices' final assessment and ensure that employers are aware of their responsibilities. Leaders intervene quickly when apprentices do not receive the protected time away from the workplace to which they are entitled. For example, they make alternative study timetable arrangements for business-to-business sales apprentices who cannot commit to weekly study time during busy periods in their workplace.

Leaders recruit apprentices with integrity. They check carefully what apprentices know and can do before allowing them to enrol. Leaders evaluate thoroughly any prior knowledge and skills to ensure that apprentices are suitable for the programme. They work well with an expert subcontractor to interview potential supply chain leadership professional apprentices so that they are clear about the extent of the knowledge and skills of these applicants.

Leaders accurately identify the strengths and weaknesses of the provision. They take meaningful action to address most areas where improvement is needed. However, progress in responding to some of the concerns has been too slow. Leaders identified the need to increase the frequency with which a subcontractor completes tripartite reviews but have not yet been able to influence significant changes in practice.

Leaders recruit well-qualified staff who have relevant industrial experience. They support staff to enhance their expertise through relevant training, industrial updating and research. Leaders recognise that their understanding of staff experience and development is limited and have plans to improve this.

**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 work effectively with employers to plan a well-integrated programme of on- and off-the-job training for apprentices. As a result, apprentices swiftly develop new knowledge, skills and behaviours that enable them to have a positive impact in the workplace. For example, police constable apprentices develop and practise the skills that they need to interview suspects under caution by completing role-play activities and shadowing more experienced colleagues.

Staff make good use of assessment to identify what apprentices know and can do. They support apprentices well to fill gaps in their knowledge and skills. Staff who teach police constable apprentices use scenario-based testing effectively to identify common errors and when apprentices miss important steps. Apprentices respond well to these repeated activities and improve their performance at work.

Staff support apprentices well to improve their skills in English and mathematics. Tutors correct errors in apprentices' work and provide helpful guidance on academic writing and analysis. Apprentices can access additional support from the university's Learning Hub if they need it. Apprentices studying the level 4 children, young people and families practitioner standard improve their use of academic referencing and become more critical in their academic writing.

Staff monitor the progress of apprentices closely. They track the activities of apprentices on a weekly basis and intervene swiftly if apprentices fall behind. Most staff make good use of the information that they have to set meaningful targets and objectives for apprentices. However, in a small number of cases, the targets set are for the completion of administrative tasks rather than activities to improve apprentices' knowledge, skills and behaviours.

Staff plan and structure modules and assignments well. Apprentices understand clearly how they will be assessed and supported to become more fluent in the completion of key activities, such as research and work-based investigations, in readiness for their end-point assessment. Most apprentices have a good understanding of what their final assessment will involve. However, a few police constable apprentices are less certain about what they will have to do.

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

Leaders have created an effective safeguarding culture. They use their networks to keep themselves up to date with risks that apprentices might face. Leaders implement necessary policies and carry out appropriate checks to ensure that the staff who they employ are suitable to work with apprentices. Apprentices are confident that leaders and staff take their safety seriously.

Staff provide apprentices with useful information on keeping themselves and others safe from harm, including from extremist behaviour. Relevant topics are introduced during the induction period and revisited systematically during the programme. Apprentices, particularly those on the police constable standard, know how to keep themselves safe and understand well the importance of safeguarding in their job role.

Staff carefully monitor the well-being of their apprentices. They check with apprentices during review meetings that there are no health and well-being issues affecting them personally or professionally. Staff support apprentices to access suitable support, and they monitor progress in improvements closely when apprentices experience difficulties.

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