

University of Winchester

Monitoring visit report

Unique reference number:	133880
Name of lead inspector:	Emma Leavey, His Majesty's Inspector
Inspection date(s):	29 and 30 September 2022
Type of provider:	Higher education institution
Address:	Sparkford Road Winchester Hampshire SO22 4NR

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 Winchester (UoW) was founded in 1840 and chose to develop apprenticeships to offer students opportunities to learn while working. Leaders began developing apprenticeships in 2015, working with large employers in technical industries to develop the digital and technology systems professional standard. They have continued to build on this offer over time with additional related standards in this industry.

The UoW has since developed standards for apprentices to work in the health and social care sectors. Leaders have worked closely with partners to develop these standards, such NHS trusts and local authorities.

At the time of the visit, there were 411 apprentices. Most apprentices were studying either the digital and technology systems professional or registered nurse standards. The remaining apprentices study the level 5 nurse associate, level 6 social worker, level 6 data scientist, level 6 chartered manager, and level 7 senior leader standards.

Themes

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

Reasonable progress

Leaders introduced a range of apprenticeships where previously, there were no local providers of the registered nurse degree apprenticeship (RNDA), including the learning difficulty pathway or local opportunities for those working in the digital sector to study beyond level 4. Leaders worked closely with partners to develop these apprenticeships so that employers could benefit from professional, well-trained specialists. For example, leaders encourage employers to help them consider their long-term workforce needs through apprentices' development.

Leaders are highly ambitious for their apprentices to progress in their careers. They have developed pathways for nurse associate apprentices to progress quickly to the

integrated degree registered nurse apprenticeship. As a result, apprentices quickly develop up-to-date and highly relevant skills and knowledge.

Leaders have developed a range of useful groups and activities to ensure that they and governors have good oversight of the quality of apprenticeships. Suitably qualified and experienced governors scrutinise and challenge leaders effectively to make sure that they focus their actions on maintaining high-quality training for apprentices. For example, governors have agreed with leaders to ensure that all current apprenticeships are of high quality before developing new standards.

Leaders and managers use a range of useful methods to quality assure the training that apprentices experience. Leaders, managers and governors have a good understanding of the strengths and weaknesses of the provision and take sensible actions which have a swift impact on the quality of apprenticeships. For example, in response to feedback from employers and apprentices, leaders have recently changed the structure of the RNDA apprenticeship to ensure that apprentices benefit from on-the-job training earlier in their training.

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 have put in place effective arrangements to identify apprentices' prior experiences, knowledge, and qualifications at the start of the programme. As a result, apprentices apply their knowledge in the workplace and quickly have a positive impact in their roles. For example, year two RNDA apprentices working with patients with learning difficulties and disabilities can recognise the signs of infection and independently put in place treatment to improve patients' health.

Leaders have developed effective links between the workplace and classroom. They clearly identify the responsibilities of the tutor, employer and apprentice. Leaders have developed employer consortium groups for all apprenticeships. These groups share their expertise, influence improvements to the curriculum and ensure that apprentices benefit from expert teaching and on-the-job training. Tutors and employers routinely reflect on and plan challenging targets through progress reviews, one-to-one tutorial sessions and group lectures.

Leaders have recruited highly experienced professionals to teach the apprenticeships. Teaching staff have a vast range of experience in different areas of the sectors they teach. All tutors are supported to complete PGCE HE as part of their ongoing development. Teaching staff also benefit from useful and supportive ongoing training.

Apprentices have access to and benefit from expert careers information, advice and guidance which help them to plan their careers. Apprentices have high aspirations for

their future beyond achievement of their apprenticeship and they know who and where to go to for support.

Tutors support apprentices to develop their literacy and numeracy skills well. They use diagnostic information effectively to identify gaps in knowledge and support them to develop their skills in tutorial sessions. Leaders ensure that English and mathematics are embedded in apprentices' training. As a result, apprentices can apply their learning in workplace situations. For example, RNDA apprentices benefit from developing their numeracy skills using SafeMedicate, which ensures they understand how to administer medication safely.

Leaders have not ensured that apprentices and employers are fully aware of the requirements for apprentices to achieve their final assessments. As a result, employers cannot provide support and training to apprentices to prepare for these assessments effectively.

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

Leaders have developed a secure culture of support and safety at the university. They have appointed an appropriately qualified designated safeguarding lead and a 'Prevent' duty lead who have effective relationships and contacts to manage any safeguarding or prevent referrals effectively.

Staff are suitably aware of the signs of extremism and radicalisation and how to report any concerns. However, the safeguarding team acknowledges the need to monitor staff training effectively to ensure that all staff have completed their mandatory safeguarding and 'Prevent' duty training.

The 'Prevent' duty lead has taken reasonable steps to ensure that they meet the requirements of the 'Prevent' duty. They have assessed the known risks to apprentices' and staff's safety and put in place appropriate actions to mitigate these.

Apprentices feel safe. They receive useful training which helps them to recognise signs of extremism and grooming. Apprentices know who to go to and how to report any concerns at work or at the university.

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 2022