

Inspection of The Manchester Metropolitan University

Inspection dates: 4 to 7 October 2022

Overall effectiveness

Outstanding

| | |
|--|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Education programmes for young people | Outstanding |
| Apprenticeships | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

Information about this provider

Manchester Metropolitan University is a higher education institution in the heart of Manchester. It provides a wide range of undergraduate and postgraduate programmes in various sectors. It also offers the foundation diploma in art and design within the faculty of arts and humanities. The apprenticeship provision is offered in the remaining three faculties within the university. The university subcontracts to four subcontractors. These include the Walton Centre NHS Foundation Trust and the Manchester University NHS Foundation Trust who provide a small amount of training on specialist clinical topics on the level 6 healthcare science practitioner integrated degree apprenticeship.

At the time of the inspection, there were 180 students enrolled on the foundation diploma in art and design, of whom 169 were in scope for the inspection, including three students under the age of 18. There were 2,335 apprentices enrolled on apprenticeship standards. Most apprentices study at level 6, with over half of the enrolments on chartered manager and digital and technology solutions professional. The remainder study on digital marketer, social work, digital user experience, creative digital design professional, retail leadership, healthcare science practitioner and laboratory scientist. At level 7 there were 526 apprentices, with the higher enrolments on senior leader and advanced clinical practitioner.

What is it like to be a learner with this provider?

Apprentices and students enjoy studying at the university. They talk enthusiastically about the highly inclusive and supportive environment that provides a safe and positive place to learn. Students describe the university as a 'gender blank space' where they develop their identities and express themselves individually. They demonstrate high levels of respect towards others' views and opinions. Apprentices and students say they are proud to be learning at this university.

Apprentices and students speak highly of the support they receive from lecturers and skills coaches. Apprentices access a wide range of support on topics such as academic writing, and complete tasks that critically evaluate their professional practice. Health and social work apprentices refine their working practices and improve the quality of the service they offer clients.

Apprentices and students have highly positive attitudes to learning. They are committed and attend well. Apprentices take part in a range of activities in their communities. They are passionate about their work and the communities they serve. For example, social work apprentices support their local mosque to share how social services can help and support people in the community. This has resulted in an increase in referrals. Digital apprentices carry out fundraising activities to support people in the community who are experiencing financial difficulties.

Apprentices and students improve their confidence and resilience as a result of the training they receive. Social work apprentices learn about relevant legislation and apply this to assessments they complete. Following these assessments, apprentices confidently propose care recommendations. Foundation diploma students develop their resilience and artistic style through projects that take them out of their comfort zone. They describe this programme as a turning point in their lives.

Apprentices and students feel safe. They benefit from a mobile 'safe zone' application, which they use in the vicinity of the city centre campus. Apprentices and students use the app to call for first aid or assistance if they feel unsafe. Students and apprentices know about the dangers posed by radicalisation and extremist views. They learn how to recognise signs that peers or colleagues may be at risk. Social work apprentices understand the importance of being aware of safeguarding legislation. They know how to make safeguarding referrals through the multi-agency safeguarding hub.

What does the provider do well and what does it need to do better?

Leaders skilfully design their apprenticeships to meet the needs of employers. They include additional learning to meet the needs of employers. The level 6 digital and technology solutions professional apprenticeship include pathways such as mainframe training which enables apprentices to learn how to update and maintain mainframe computers that service banking systems at their employers. Leaders have

designed the chartered manager degree apprenticeship retail pathway to support a large employer to retain staff and develop managers of the future.

Leaders recruit apprentices with integrity. They carefully assess the starting points of apprentices and the needs of the businesses through detailed discussions. This allows lecturers and skills coaches to plan individualised training that meets the needs and goals of apprentices and their employers.

Leaders plan an ambitious curriculum for apprentices and students. They plan highly effective training to enable apprentices and students to incrementally build their knowledge, skills and behaviours over time. Advanced clinical practitioner apprentices develop their knowledge of respiration before moving on to the cardiovascular system. They apply this knowledge effectively when learning about the impact the cardiovascular system has on neurological conditions. Foundation diploma students develop their technical drawing skills. They apply this in projects and tasks that increase in complexity. This prepares them well for higher-level study.

Skills coaches coordinate on- and off-the-job training well. Apprentices practise what they learn in the workplace regularly, swiftly developing their knowledge, skills and behaviours. For example, chartered manager degree apprentices learn about leadership styles and emotional intelligence. This enables them to deal with team members effectively and resolve conflicts with increasing confidence.

Lecturers and skills coaches provide highly effective feedback to apprentices and students that is personalised to their needs. Lecturers provide useful videos on topics such as writing critically and planning your research. Apprentices and students increasingly improve their academic writing and use highly technical vocabulary in their written work.

Lecturers use questioning skilfully to develop students' and apprentices' knowledge. Social work apprentices recall knowledge of consent and why this is important when dealing with a range of safeguarding issues. Apprentices value the use of case studies and professional discussions to prepare them for the workplace and their final assessments. Most apprentices achieve merits or distinctions in their final assessments.

Leaders carefully design training to support apprentices' and students' next steps. They use the destinations of alumni to make changes to the curriculum. For example, the foundation diploma in art and design now includes mini projects in the digital creative industry. Students can now access wider degree opportunities in related sectors.

Apprentices and students receive highly effective career advice and guidance that prepares them well for the future. Foundation diploma students receive useful information from employers and universities on the varied career paths available to them. Staff support students to create high-quality portfolios and complete applications to a variety of prestigious higher education institutions and higher-level courses. Most students progress to further study. Apprentices engage in discussions

on future employment opportunities and receive individualised support on topics such as career development and CV writing. As a result, many apprentices secure promotions.

Leaders have a clear oversight of the quality of education that apprentices and students receive. They work with a range of stakeholders, such as faculty leads and employer advisory boards, to identify strengths and areas for improvement. Leaders put in place quality improvement actions that rapidly improve the few weaknesses they identify. They carefully monitor the progress apprentices and students make, which enables them to provide targeted support. Most apprentices and students are on target to achieve their apprenticeships and qualifications on time.

Governors are suitably qualified and experienced to carry out their roles. They provide appropriate scrutiny and challenge to improve the quality of education apprentices and students receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place a very high priority on the safeguarding and well-being of their students and apprentices. They record and monitor safeguarding and well-being concerns swiftly. Leaders refer learners and apprentices to appropriate support within the university and external agencies. For example, they offer counselling, financial hardship and crisis management support. Consequently, students and apprentices continue with their studies.

The designated safeguarding lead and their deputies are appropriately trained and qualified to carry out their roles. Staff receive regular training on topics such as online safety, mental health awareness and human trafficking.

Provider details

| | |
|------------------------------------|---|
| Unique reference number | 133844 |
| Address | All Saints Building Oxford Road Manchester M15 6BH |
| Contact number | 01612472000 |
| Website | www2.mmu.ac.uk/ |
| Vice Chancellor | Professor Malcolm Press |
| Provider type | Higher Education Institution |
| Date of previous inspection | 20 to 23 November 2018 |
| Main subcontractors | Walton Centre NHS Foundation Trust Manchester University NHS Foundation Trust Total People Limited Seetec Business Technology Centre Limited |

Information about this inspection

The inspection team was assisted by the director of curriculum management, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

| | |
|----------------------------------|-------------------------|
| Alison Humphreys, lead inspector | His Majesty's Inspector |
| Ruth Stammers | His Majesty's Inspector |
| Steve Ingle | Ofsted Inspector |
| Tony Greenwood | Ofsted Inspector |
| Anne Tyrrell | Ofsted Inspector |
| Jaqui Scott | Ofsted Inspector |
| Andrew Ross | Ofsted Inspector |

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