

# Anglia Ruskin University

Report following a monitoring visit to a 'requires improvement' provider

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<b>Unique reference number:</b>	133803
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<b>Inspection date:</b>	28 February 2023
<b>Type of provider:</b>	Higher education institution
<b>Address:</b>	Rivermead Campus Bishop Hall Lane Chelmsford Essex CM1 1SQ

## Monitoring visit: main findings

### Context and focus of visit

Anglia Ruskin University was inspected in May 2022. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

Anglia Ruskin University (ARU) is based in Chelmsford, Essex. It operates from three additional campuses in Cambridge, Peterborough and London. Apprenticeships are delivered at all sites except for the London campus. It has approximately 2,917 apprentices, studying 24 different standard-based apprenticeship programmes from level 4 to level 7. The two largest cohorts of apprentices are on the level 6 registered nurse degree and the level 5 healthcare assistant practitioner. In construction, apprentices are training as chartered surveyors, civil engineers and construction site managers. Most apprentices are over 19 years of age, and 224 are aged 16 to 18. ARU has no apprentices in receipt of high-needs funding and 214 learners with learning difficulties and disabilities (LDD). ARU works with four subcontractors to offer the level 6 police constable and the level 6 data scientist apprenticeship programmes.

### Themes

**What progress have leaders and governors made in ensuring that they have accurate oversight of the quality of apprenticeships? How do leaders and managers ensure that the quality of education improves, and apprentices achieve in the time originally planned?** **Reasonable progress**

Following the previous inspection, leaders and governors have taken swift action to evaluate and improve the quality of the apprenticeship provision. Leaders have developed an appropriate action plan focused on the weaknesses identified at the previous inspection. Leaders have invested heavily in staff recruitment and staff development to support the apprenticeship provision. For example, they have recruited managers and study coaches. Leaders have invested heavily in data management to monitor apprentices' performance. Leaders have made good use of this data, alongside external advice and guidance, to help them improve the quality of the apprenticeship programme. As a result, the proportion of apprentices who achieve in the time frame expected is improving quickly.

Leaders work effectively with employer partners. For example, leaders worked with NHS trusts to change the sequence and duration of programmes to better meet the

apprentices' learning and development needs. In addition, managers thoroughly reviewed the chartered surveyor programme. As a result, chartered surveyor apprentices are now enrolled on the correct programme, and most apprentices make good progress.

Governors set stretching targets for leaders to achieve. Governors receive detailed reports on the actions taken by leaders, and their impact. As a result, they have a detailed understanding of the strengths and weaknesses of the apprenticeship provision. Governors use this information to hold leaders to account, such as actions leaders take for apprentices who fall behind with their studies. Governors work effectively with senior leaders. They ensure that the development of the apprenticeship provision is closely aligned to the university's strategic growth aims and meets the regional growth needs of businesses such as the local NHS trusts.

**What progress have leaders and managers made in ensuring that apprentices with additional support needs and/or those falling behind with their studies are identified quickly and receive the help they need to make good progress? Reasonable progress**

Leaders have prioritised effectively the assessment of apprentices' learning support needs. Leaders analyse thoroughly the support they offer apprentices with LDD. Leaders have a deep understanding of the learning needs of most apprentices with LDD. Consequently, most apprentices with learning difficulties make at least expected progress and are progressing at similar levels to their peers.

Leaders have good oversight of the progress that apprentices make. Leaders ensure that staff receive the training that they need to help them support apprentices. As a result, apprentices' learning needs are identified quickly, and those who are falling behind are identified promptly. Teachers and learning coaches work collaboratively to identify apprentices' learning needs or barriers to learning. They work with employers and apprentices to help apprentices make effective progress, by providing extra help.

Teachers develop realistic support plans, which they share effectively with the staff who work with apprentices with LDD. Teachers and study coaches review the effectiveness of the support plans and make suitable adjustments as required. Leaders have focused appropriately on apprentices with dyslexia as this makes up the largest proportion of apprentices' learning needs. However, leaders recognise they have more work to do to support the minority of apprentices with other learning difficulties.

**What progress have leaders and managers made in ensuring that teaching staff evaluate effectively apprentices' starting points and use this information to plan learning? Reasonable progress**

Leaders have introduced a suitable assessment process to determine apprentices' prior knowledge and starting points. Leaders draw on best practice from across their apprenticeship provision to ensure that teachers and study coaches are suitably trained in capturing and recording apprentices' starting points.

Teachers use the findings from assessments effectively to inform the topics discussed in reviews with apprentices and employers. Teachers ensure that on- and off-the-job learning is effectively planned so that apprentices develop appropriate knowledge, skills and behaviours swiftly. Staff provide additional one-to-one sessions to support apprentices to understand key concepts that they find more challenging. Apprentices find the staff very responsive in providing ongoing support for their individual needs.

The targets that teachers set for apprentices' next steps lack sufficient detail on how apprentices can maximise their potential. Leaders recognise that there remains room for improvement in the quality of developmental feedback. Leaders ensure that progress reviews now appropriately capture the progress that apprentices make, with a strong focus on what apprentices have learned over time.

Leaders have sustainable plans in place to review the effectiveness of these mechanisms and to make changes where needed to ensure consistency of approach across apprenticeship programmes.

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