

University of Portsmouth

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded 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.

University of Portsmouth is a higher education institute that provides apprenticeships at levels 6 and 7. At the time of the monitoring visit, 717 apprentices were in learning. The university offers several apprenticeships, including level 6 chartered surveyor and level 7 senior leader. Of these, 159 learners studied chartered surveyor, 151 learners studied senior leader, 89 learners studied chartered manager and the remaining apprentices studied project manager, architecture, healthcare practitioner and engineering apprenticeships.

Themes

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

Significant progress

Leaders ensure that employers are very well involved in all aspects of the apprenticeship programme. They have developed strong, positive relationships with local and regional employers. Employers greatly value effective communication with leaders and managers which ensures they are well informed on the content and requirements of the apprenticeship. Leaders work very closely with employers to successfully link on- and off-the-job training well. As a result, apprentices make rapid and substantial progress, become better at their jobs and many gain promotion.

Leaders and managers continuously assess the quality of the training very effectively. They have a thorough awareness of the strengths and areas for improvement. Leaders use comprehensive processes that ensure concerns about quality are identified quickly and immediate actions are taken. For example, leaders hold rigorous monthly course progress reviews with teams to identify apprentices of concern. As a result, leaders and managers take swift action to support all apprentices to make substantial progress.

Highly experienced and qualified governors have a very secure knowledge of the quality of provision. They use this knowledge to hold senior leaders to account

effectively and provide appropriate support. For example, governors challenged leaders regarding the inconsistent quality of training in a minority of subjects. Governors supported leaders to better fund staff professional development, which has improved trainers' teaching.

Leaders and managers have developed a curriculum that is highly ambitious for learners. For example, biomedical science learners are being prepared for roles at the next stage in their career. Apprentices recognise and greatly appreciate that the knowledge they are gaining is critical to their ability to gain promotion into these roles and practice professionally.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Significant progress

Leaders and teachers ensure the curriculum is well planned and sequenced logically so that apprentices swiftly develop new occupationally specific knowledge, skills and behaviours. For example, chartered manager apprentices benefit from modules planned early in the course that have added value to their knowledge and professional practice, including accounting and leading and managing people. As a result, apprentices use this new knowledge effectively in the workplace.

Teachers use detailed initial assessments well to identify apprentices' prior experiences, knowledge and qualifications. They use this information to carefully plan teaching according to apprentices' individual needs effectively. As a result, almost all apprentices develop substantial new skills.

Teachers expertly use technology to support effective collaboration and checking of learning in the classroom. For example, in a biomedical lesson, apprentices are set a task to annotate slides and answer multiple choice and open questions on screen, and then select individual answers for review with the class. Consequently, apprentices work well together, learn from each other and discuss their learning with confidence.

Teachers skilfully plan the development of literacy, numeracy and digital skills through a range of activities and assessment feedback. For example, on the biomedical degree apprenticeship, learners use laboratory terms and can explain them to non-medical personnel and select relevant academic articles and produce published tweets. As a result, apprentices develop their writing and presentation skills well. Apprentices develop mathematics and information communication technology skills well through a range of technical modules. As a result, apprentices are able to confidently use these techniques in the workplace.

Leaders and managers continue to address the areas identified for improvement to improve practice and understanding of apprenticeship tuition. For example, leaders implemented a staff away day to focus on teaching and learning strategies for

apprentices. However, it is too early to see the full impact of this to ensure all apprentices benefit consistently from the high-quality tuition expected.

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

Leaders and managers have appropriate policies and procedures in place which contribute to keeping apprentices safe.

Leaders ensure all staff are appropriately trained to meet safeguarding expectations. For example, staff complete mandatory safeguarding, 'Prevent' duty and equality and diversity training. As a result, staff know well how to identify concerns and who to report to.

Leaders and managers work effectively with partner agencies and with organisations to help keep learners safe, such as helping to keep female students safe when out at night. Leaders and managers have a sound awareness of local issues, for example county lines drugs issues, knife crime and spiking of drinks. However, this information has not yet been consistently or successfully cascaded to all apprentices. As a result, not all apprentices have sufficient knowledge of the local risks where they live and work.

Apprentices feel safe and know who to report any concerns to. Leaders and managers take effective actions to deal with welfare and well-being concerns that apprentices report. They closely monitor attendance in learning sessions and engagement with online resources and off-the-job training logs. As a result, almost all apprentices are making good progress with their studies.

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