

Roehampton University

Monitoring visit report

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Address:	Roehampton Lane London SW15 5PJ

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.

Roehampton University is based in the London Borough of Wandsworth. At the time of the visit, there were 38 apprentices studying the level 5 nursing associate apprenticeship standard. A further six apprentices were on a break in learning. Staff teach apprentices through face-to-face lectures and seminars each week, either at the University of Roehampton or at Croydon University Centre.

Roehampton University also offers teaching apprenticeships, but these were not in scope for this visit.

Themes

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

Reasonable progress

Leaders and managers have a clear rationale for offering the nursing associate apprenticeship. The course helps meet the need for more skilled staff to work in the NHS. Leaders use their existing expertise and strong links with local employers well to train people working as healthcare assistants to become highly skilled nursing associates.

Leaders work closely with employers to design the content of the course. They make sure apprentices will benefit from their training. Leaders and employers give apprentices a broad experience across different areas of nursing throughout the course. As a result, apprentices learn substantial new knowledge, skills and behaviours which meet the needs of employers. However, in a few instances, staff do not make sure that employers share information about what apprentices will do on different work placements early enough to help apprentices plan effectively for them.

Leaders and managers provide high-quality teaching resources. For example, lecturers teach practical skills thoroughly using clinical simulation resources. These

allow apprentices to apply aspects of the theory they learn and refine their practical skills before performing workplace tasks.

Leaders provide helpful support for apprentices with additional needs. For example, staff conduct assessments to check if apprentices have dyslexia and provide resources such as laptops to help learners write assignments. Staff share course materials in advance of lessons. Where apprentices need support with their mental health, staff provide a counselling service. As a result, these apprentices feel well supported and make expected progress.

Leaders, managers and university council members have a clear understanding of the strengths and weaknesses of the apprenticeship they offer. Leaders are in the process of implementing a new management structure and board of staff with expertise to provide them with further scrutiny and support.

Leaders and managers do not have sufficient oversight of the quality of English and mathematics training or the progress that apprentices make in these subjects. As a result, a few apprentices who have not achieved their functional skills qualifications have been delayed in starting the second year of their course.

<p>What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?</p>	<p>Reasonable progress</p>
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Leaders and managers have developed a broad and ambitious curriculum for apprentices, which includes multiple placements in a range of clinical environments. For example, staff teach apprentices how to determine medication for kidney patients when on placements on renal wards. Leaders and managers tailor apprentices' training to meet apprentices' individual needs. For example, where apprentices do not already have complex secondary care dressings skills, they observe nurses dressing wounds in ear, nose and throat wards. Apprentices' new knowledge and skills directly benefit their employers, including hospitals and doctors' surgeries.

Staff teaching apprentices are registered nurses and have high levels of teaching expertise. Lecturers use clear presentations and quizzes to teach anatomy. They use direct questioning to check that apprentices remember what they have been taught and revisit topics when needed. As a result, apprentices remember what they have been taught and apply this at work. For example, after studying chronic obstructive pulmonary disease, apprentices working in accident and emergency wards correctly identify respiratory issues. Employers reinforce the use of medical terms in the workplace. They use professional terminology to provide accurate explanations to patients. As a result, apprentices remember key terms relevant to their roles and apply them at work.

Staff use assessment well to check that apprentices understand what they have been taught. Lecturers know their apprentices well and monitor individual progress effectively. Lecturers and practical assessors give apprentices useful feedback that helps them to improve their work. They help apprentices who fall behind to catch up with their work. As a result, most apprentices meet the milestones set by staff in the expected timeframes.

Leaders and managers do not check apprentices' English and mathematics knowledge and skills thoroughly enough at the start of their courses. As a result, they do not identify gaps in apprentices' knowledge in these subjects early enough. Once gaps are identified, apprentices receive good support through university student support services, such as with academic writing.

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

Leaders and managers have thorough policies in place and create a positive culture to help keep apprentices safe. Highly qualified and experienced staff make sure that staff receive suitable training in 'Prevent' and safeguarding. Leaders and managers have clear lines of reporting for staff and apprentices, as well as appropriate links with external agencies. As a result, staff and apprentices know how to report any concerns.

Staff do not revisit teaching about the risks of radicalisation and extremism enough throughout apprentices' training. As a result, apprentices do not understand deeply enough how these risks apply to them throughout their working and personal lives.

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