

# Inspection of University of Manchester

Inspection dates:

30 January to 2 February 2024

## Overall effectiveness

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

The University of Manchester’s apprenticeship provision is offered within the Alliance Manchester Business School. At the time of the inspection, there were 308 apprentices on two pathways studying the level 7 senior leader apprenticeship standard. There were 179 apprentices on the Elizabeth Garrett Anderson pathway for senior leaders who work in the health and social care sector, and there were 129 apprentices on the general pathway for senior leaders in a range of sectors outside of health and social care. All apprentices were aged 19 and over. Three subcontractors teach level 2 functional skills English and mathematics to a small number of apprentices.

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

Apprentices receive a high standard of training. Most apprentices consistently attend and enjoy their workshops. They successfully balance the demands of their job roles with the expectations of their apprenticeship.

Tutors ensure that apprentices have a secure understanding of fundamental British values. Apprentices learn about aspects of ethical leadership such as respect, fairness and honesty. They routinely apply these behaviours at work.

Apprentices feel safe. They trust their tutors and work-based mentors. Apprentices appreciate the support they receive. Tutors and staff know their apprentices very well. They work closely with apprentices' work-based mentors. This enables most apprentices to develop their knowledge, skills and behaviours at work swiftly. They successfully build constructive working relationships and seek professional development opportunities for themselves and their team.

Apprentices develop their confidence and self-esteem because of their apprenticeships. They learn to believe in themselves. Apprentices prepare and submit business proposals that identify extensive savings to their employer. Consequently, apprentices evolve into confident, effective and trusted leaders in their organisations.

A few apprentices do not have a good enough understanding of how risks posed from radicalisation and extremism relate to themselves and others at work.

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

Leaders and managers have a clear rationale for the apprenticeship standard they offer. They used their research findings, which identified clear skills gaps in leadership within the region and the NHS, to develop two apprenticeship pathways.

Leaders appoint highly qualified staff with extensive subject expertise to teach apprentices. Tutors benefit from training in emotional intelligence, unconscious bias, action learning and providing effective feedback. This helps to develop their subject expertise and teaching skills further. As a result, most apprentices achieve merit and distinction grades in their final assessments.

Tutors sequence the curriculum logically to help apprentices to build their knowledge, skills and behaviours incrementally. In the first year, apprentices learn how to plan and implement change. They then learn about accountability and governance. In the second year, apprentices learn how to create a climate of trust, lead with compassion and how to influence for improvement. Consequently, most apprentices gradually improve their senior leadership skills during their apprenticeship.

Tutors use assessment well. They carry out frequent learning checks to identify gaps in learning and inform teaching. Tutors use a range of effective assessment tools such as quizzes, discussions and written assessments. This helps apprentices to retain information in their long-term memories. Apprentices clearly recall influencing and negotiation skills such as active listening, empathy and assertiveness.

Tutors work effectively with work-based mentors to coordinate the planning of on- and off-the-job training. Work-based mentors regularly identify opportunities at work for apprentices to practise and hone their skills, such as in relation to aspects of leadership like managing finance. Consequently, most apprentices quickly develop their knowledge, skills and behaviours. However, the target setting of a few tutors needs to be more specific to enable apprentices to know exactly what they need to do next. Leaders plan to provide tutors with further training.

Tutors and staff ensure that apprentices receive a range of useful careers information. This helps them make informed choices about their next steps. Apprentices routinely discuss this with their tutors and work-based mentors. Most apprentices aspire to achieve promotion within their chosen sector.

Leaders have in place a range of effective quality assurance and improvement processes, such as observations of teaching, peer reviews and internal moderation activities, to monitor the quality of education for apprentices, including those with subcontractors. However, leaders do not consistently collate and analyse the destinations of apprentices to identify further improvements within the curriculum.

Those responsible for governance provide effective support and scrutiny to senior leaders. They ensure that action is taken to bring about improvements. For example, leaders have reduced the number of apprentices who leave their apprenticeship before completing their end-point assessment.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the provider need to do to improve?**

- Strengthen the process for setting targets so that all apprentices know exactly what they need to do next to develop their knowledge, skills and behaviours swiftly.
- Consistently collate and analyse the destinations of apprentices to identify further improvements within the curriculum.
- Ensure that all apprentices have a secure knowledge of how the risks posed from radicalisation and extremism relate to themselves and others at work.

## Provider details

<b>Unique reference number</b>	133842
<b>Address</b>	Oxford Road Manchester M13 9PL
<b>Contact number</b>	01612752000
<b>Website</b>	<a href="https://www.manchester.ac.uk">https://www.manchester.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Professor Nancy Rothwell
<b>Provider type</b>	Higher education institution
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Luminate Education Group Total People Limited Wigan and Leigh College

## Information about this inspection

The inspection team was assisted by the director of apprenticeships, 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

Kim Bleasdale, lead inspector

Bruce Humphrey

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His Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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