

Garner, Michelle (2019) Reflections on being regulated: the value of preparing for inspection on enhancing the staff and student experience. In: Learning & Teaching Fest 2019, 3 July 2019, University of Cumbria, Carlisle, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/4698/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

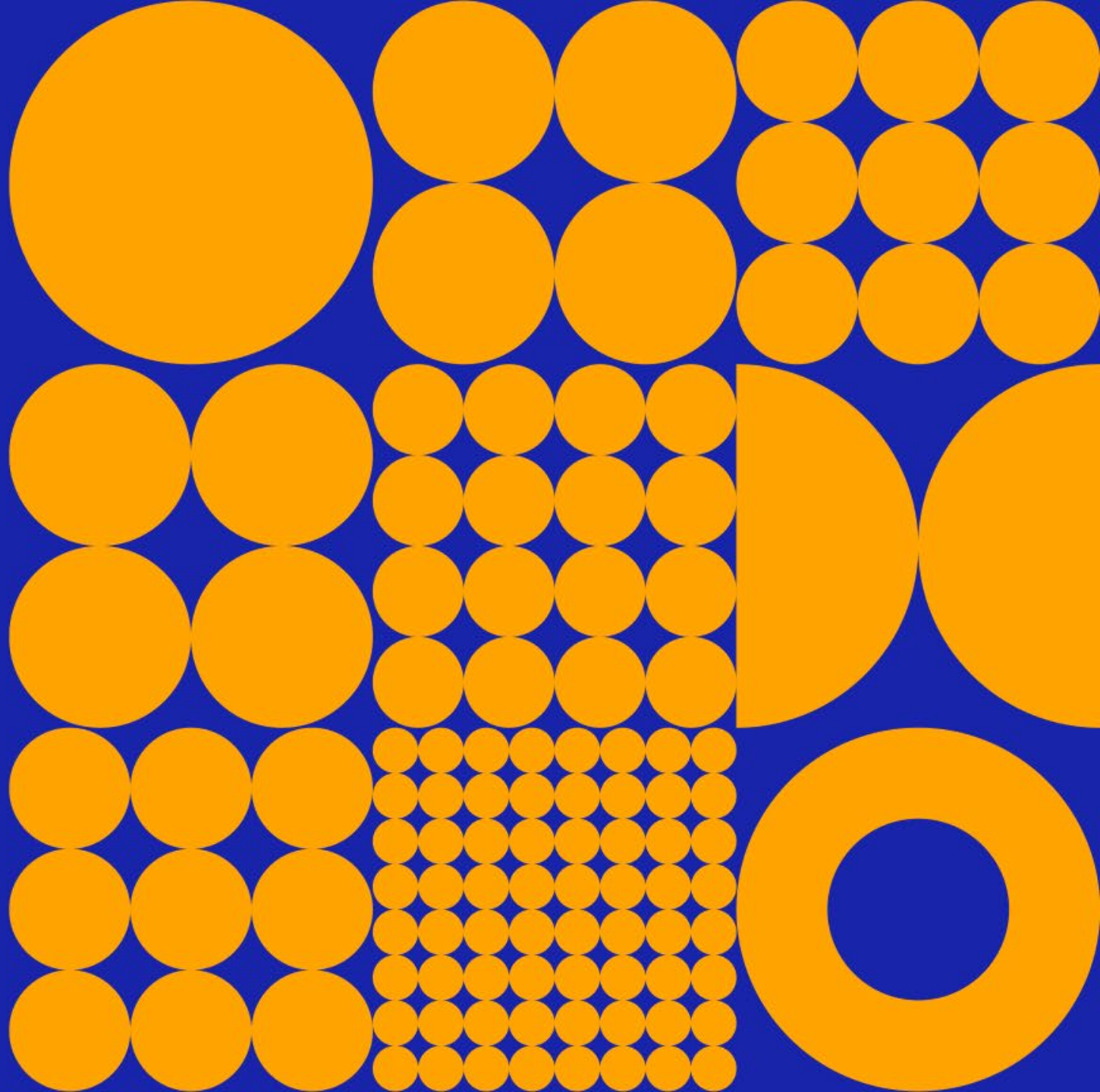
You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

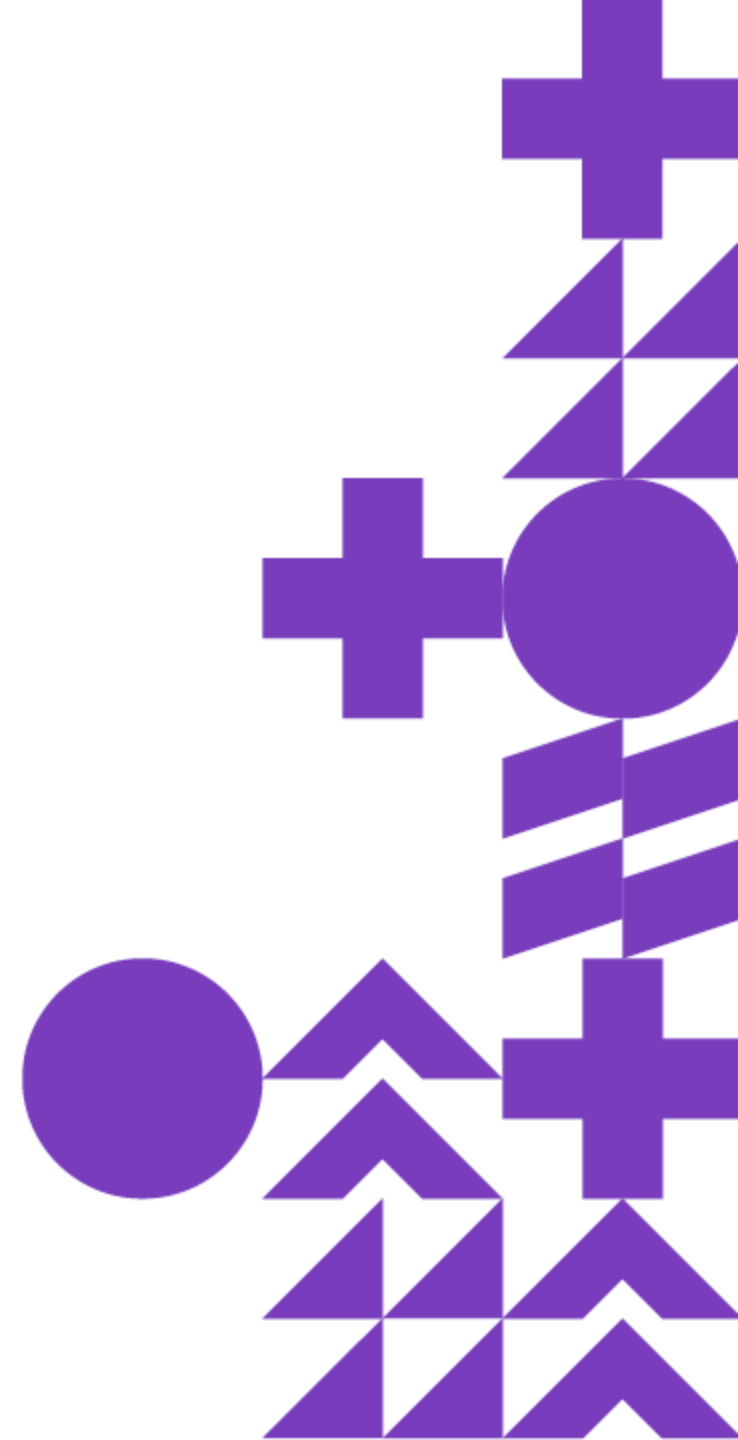
Reflections on Being Regulated: the Value of Preparing for Inspection on Staff and Student Experience





Higher Level Apprenticeships

- The hot topic in HE.....
- Earn as you learn
- Co-designed with industry
- Benefits for employers and students
- Paid from levy contributions

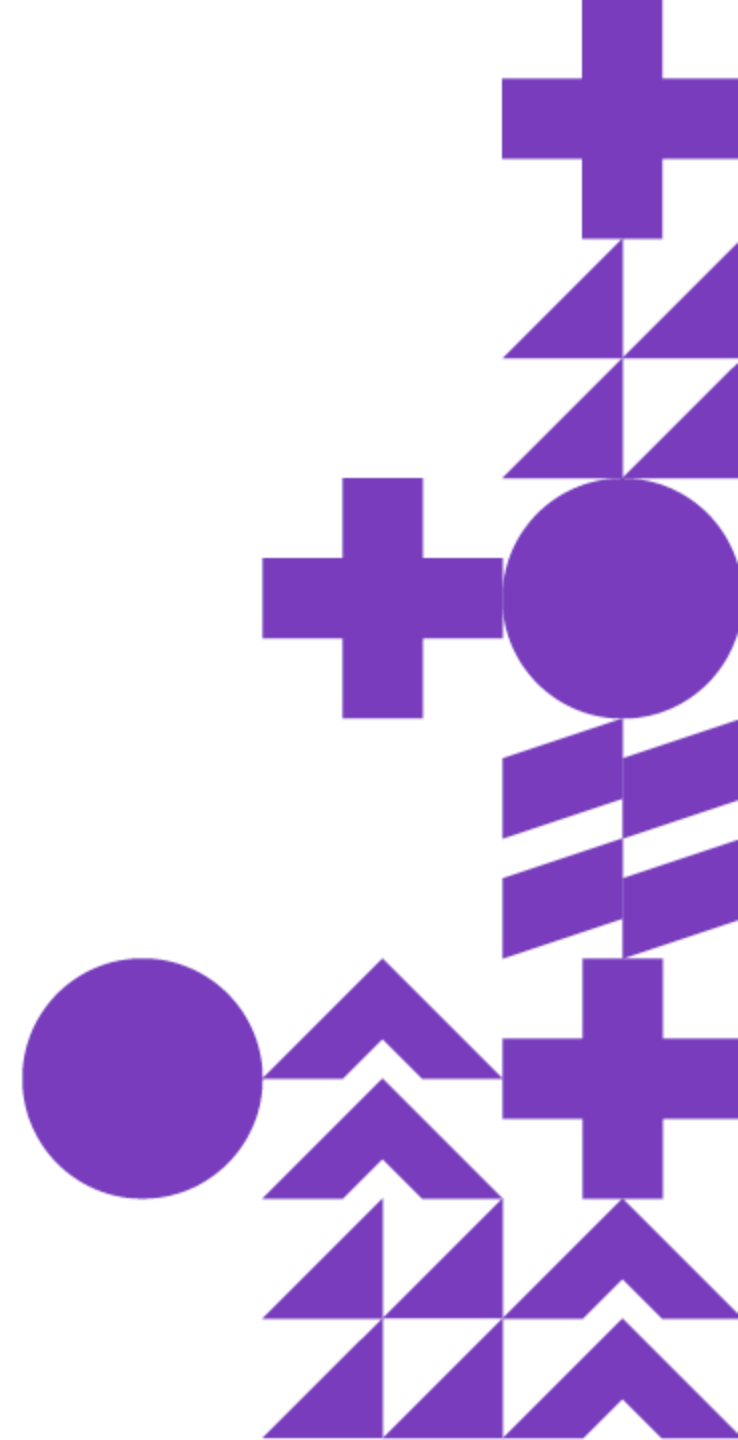


Assistant Practitioner in Health & Social Care

Level 5 HLA and FdSc - 2 years full time.

Industry-leading applied learning that is fundamental to sector skills needs in our geographical area

Builds on our tradition of practice-based applied learning.

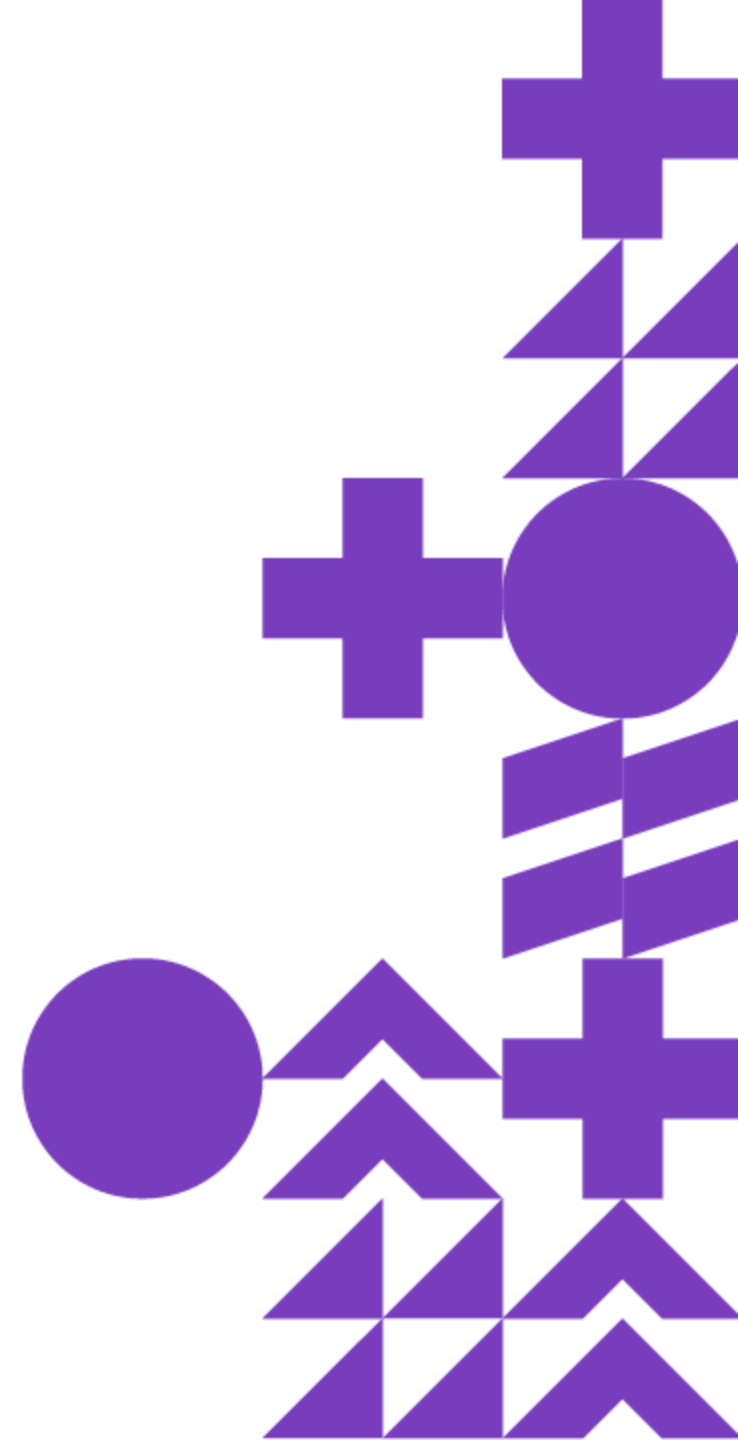


Assistant Practitioner in Health & Social Care

Open and closed cohorts
Range of delivery patterns to meet the needs of employers

Risedale: Leading employer shaping delivery of APHSC and has helped encourage other employers to embody the HLA route to upskilling the workforce

<https://www.youtube.com/watch?v=7NQ6NWpxbd4>

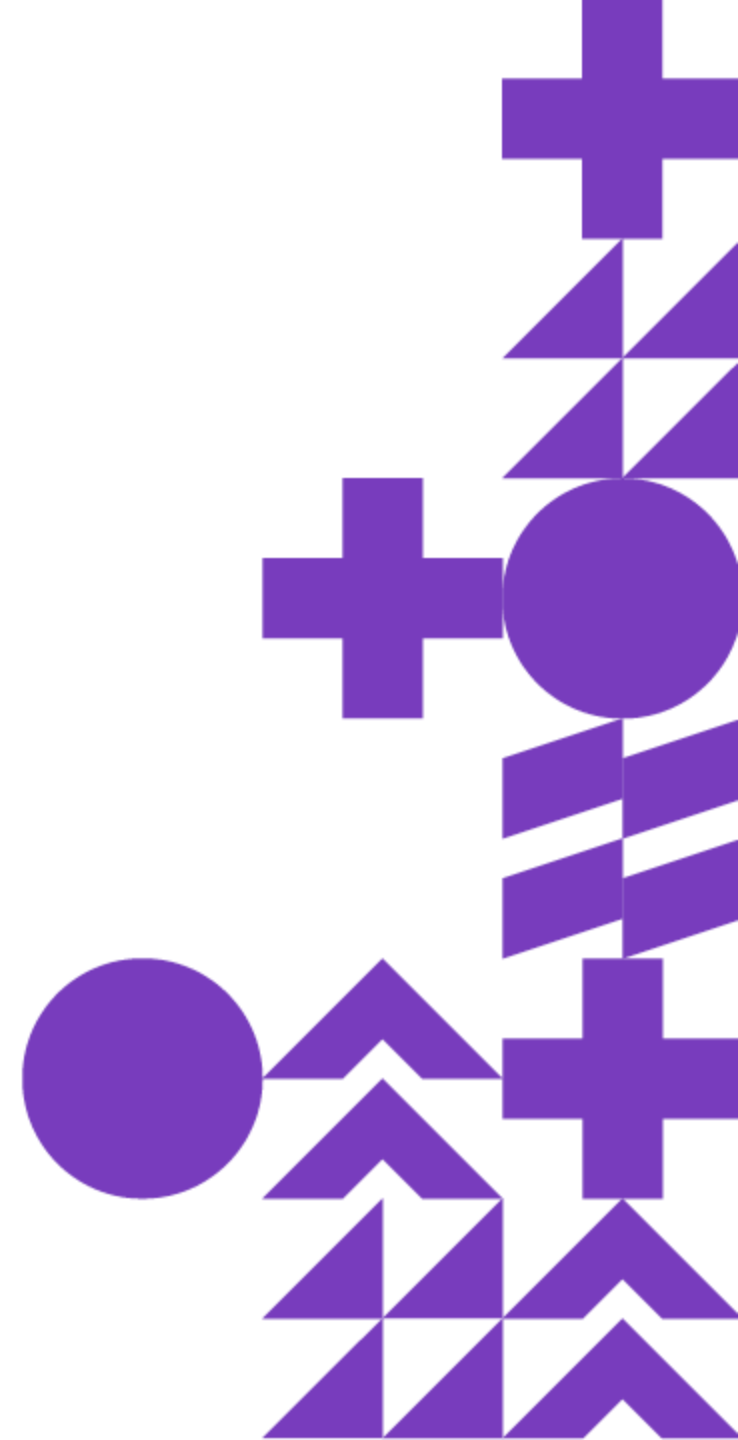


Assistant Practitioner in Health & Social Care

First cohorts September & October
2017

Barrow, Carlisle and Lancaster

First 2 cohorts approaching Gateway
and EPA this summer



Programme Strengths – pre inspection

- Quality of the academic programme and the progress of apprentices.
- Initial diagnostic assessment, ensuring programme tailored to meet the individual needs of learners.
- Additional enrichment of student learning offered by the University through its allied-health portfolio.
- Employer engagement in developing apprenticeship pathways to meet the desire for on-the-job training to develop new skill



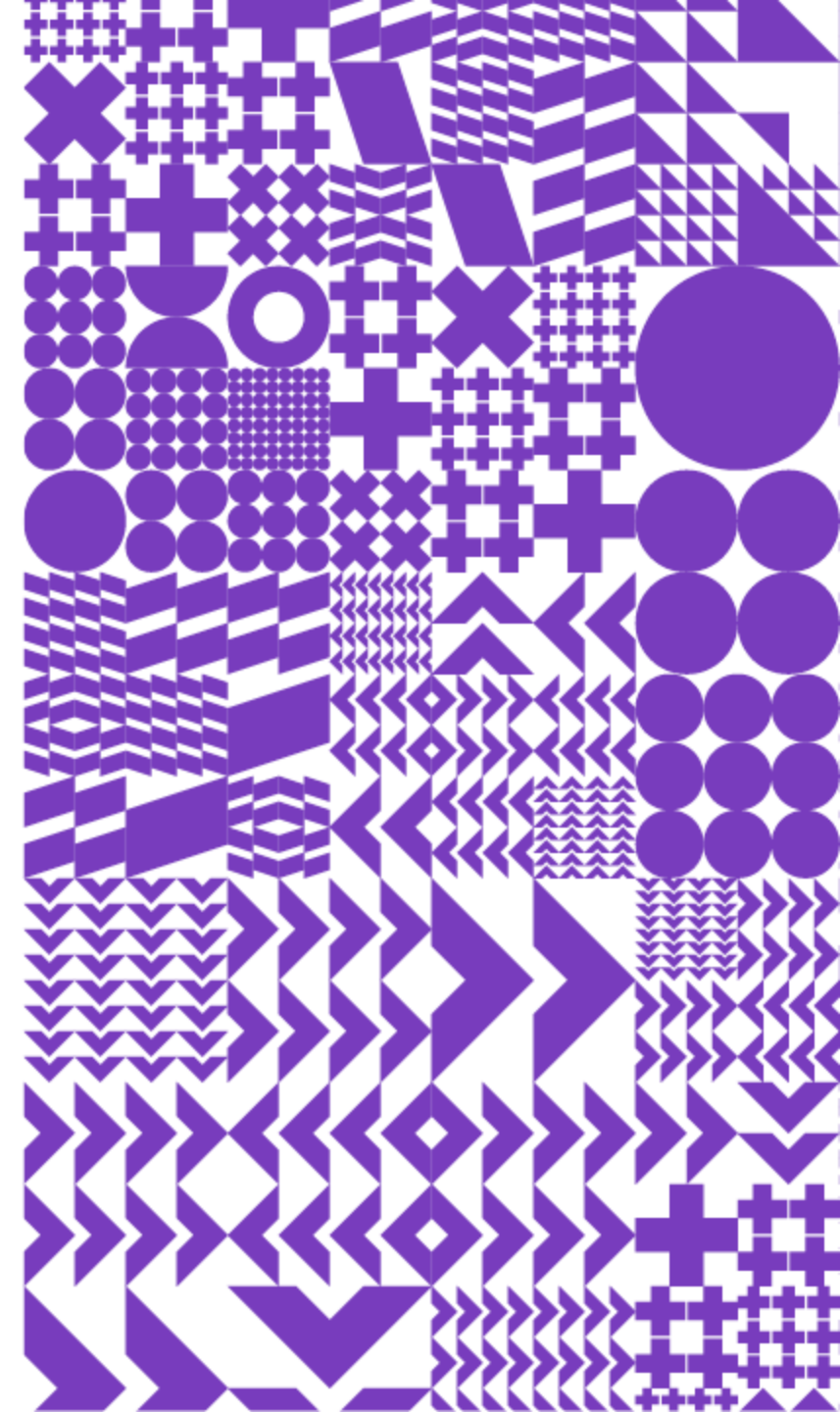
Programme Performance – pre inspection

- Recruiting from a broad educational base – consistent with our overall mission and vision to widen participation in higher education.
- 95% learners are female and 70% over 25 years
- Retention rate >90% all cohorts
- Maximum predicted timely achievement >90% (higher for APHSC than national average)
- 85% Module pass rate at first sit
- 47% achieving high module grades




The Call.....

<https://www.youtube.com/watch?v=eX878hfRyfMP>



The Ofsted grading system

A photograph showing a wooden-framed sign with a white background. To the left of the sign, several colored pencils (pink, green, yellow, and brown) are lying on a white surface. The sign lists the Ofsted grading system with "Grade" in red and the descriptions in black.

Grade 1 - "Outstanding"
Grade 2 - "Good"
Grade 3 - "Requires Improvement"
Grade 4 - "Inadequate"

The Inspector Calls!

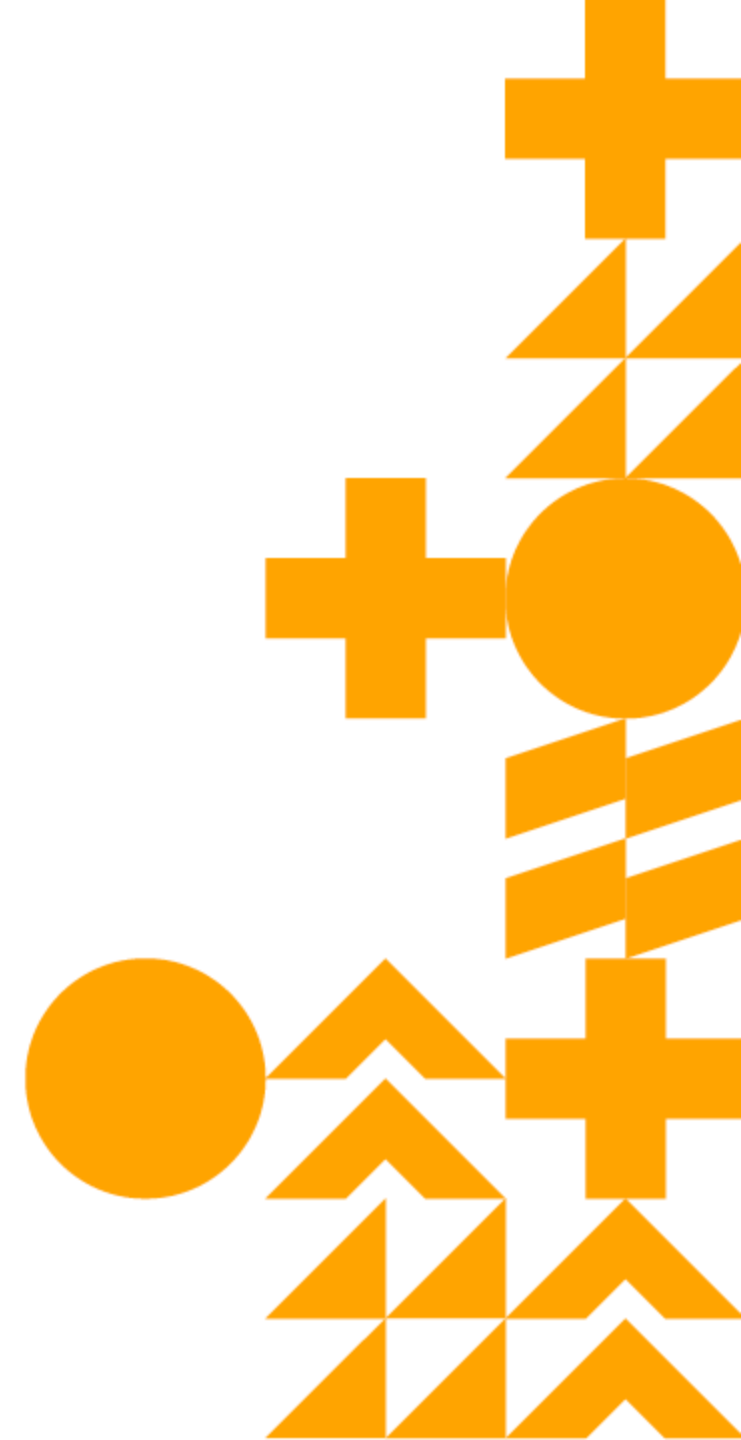
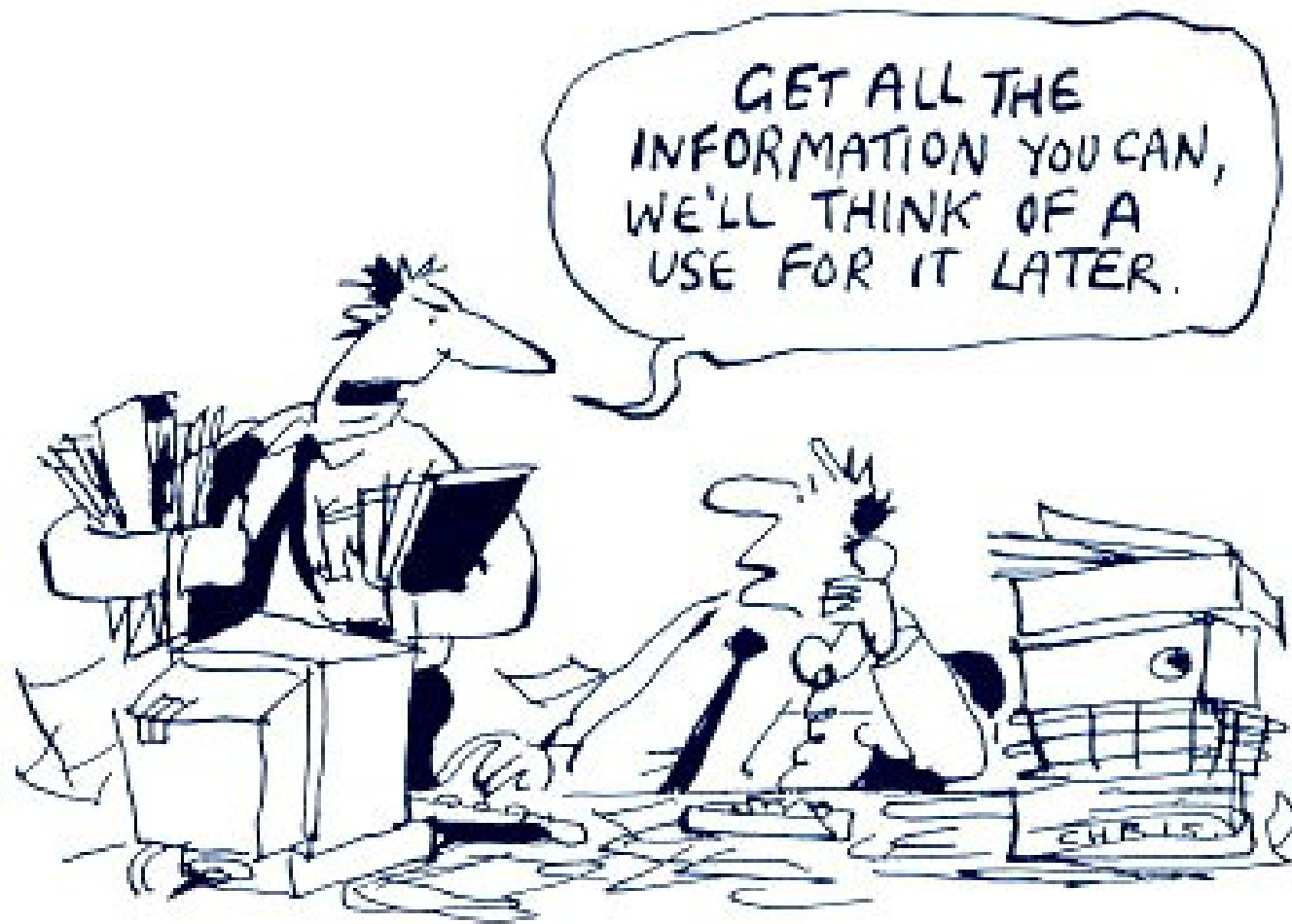
Grades 1 - 4

- Apprenticeships
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
 - Outcomes
 - Leadership and management

Overall Effectiveness - Depends on 5 key judgements



Preparing for Inspection



Inspectors are Human

Beware the wolf in sheep's clothing!



How We Prepared – the apprentices

How we approached the students.

Their responses/reactions from both teaching
sessions.



Working with Apprentices

“If it was not for having this apprenticeship, I would have never been able to get to the level that I am now. Knowing that Hillcroft and the University can work together and give opportunities to myself and to others is overwhelming as it means that I can still do the job I love, support my family and progress in my own career and academic life.”



Working with Apprentices

“Undertaking the assistant practitioner course has helped me within my workplace, I have gained so much more confidence, when speaking with general practitioners and other health care professionals that are involved with the residents that I help care for.

Putting the theory alongside the practice helps me understand why I do what I do, even when there can be a conflict between moral and ethical values.

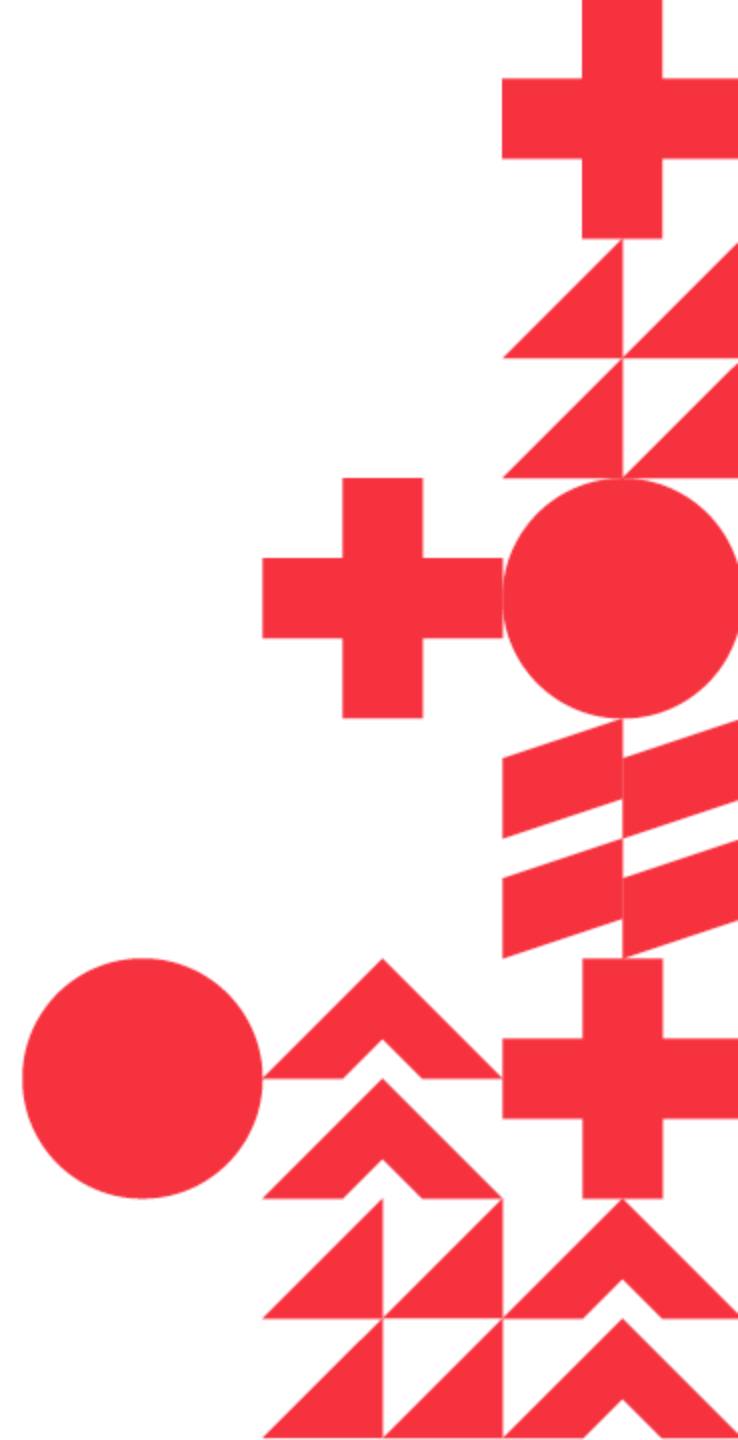
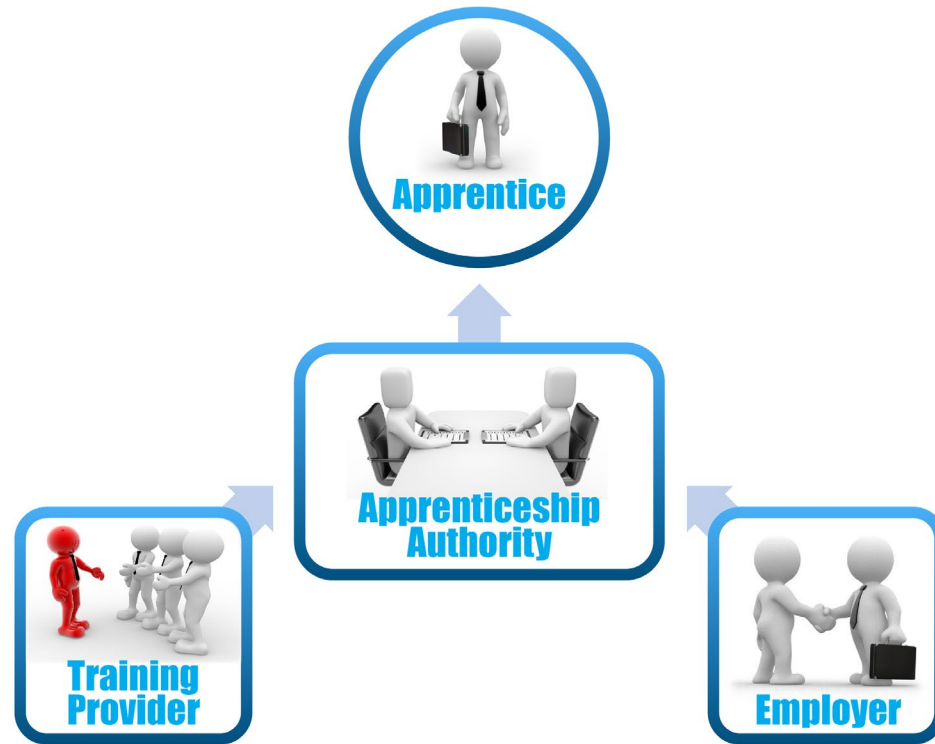
I know that I can get help and support, if that be from where I am employed or the tutors to develop and provide the best care I can. The communication between myself and everyone that I work with has such a massive impact on how I can progress, as we work as a team.”



How We Prepared – the employers

Our relationship with employers holds the key to a successful apprenticeship.

APPRENTICESHIP IS A RELATIONSHIP



Working with employers

“We are already benefitting from the development of our apprentices who are working in post as trainees alongside our nurses. Going forward, we see the introduction of this role as a key addition to our workforce, enhancing the care that we can provide for our residents” “We need the skills in our workforce to enable us to continue delivering the highest quality of care. Apprenticeships are an excellent way to achieve this by allowing learning on the job combined with regular classroom teaching”



The UOC Team

Outstanding team effort – From all areas of the University.

COMING TOGETHER
is a beginning —
KEEPING TOGETHER
is progress —
WORKING TOGETHER
is success. —

— HENRY FORD



The Impact

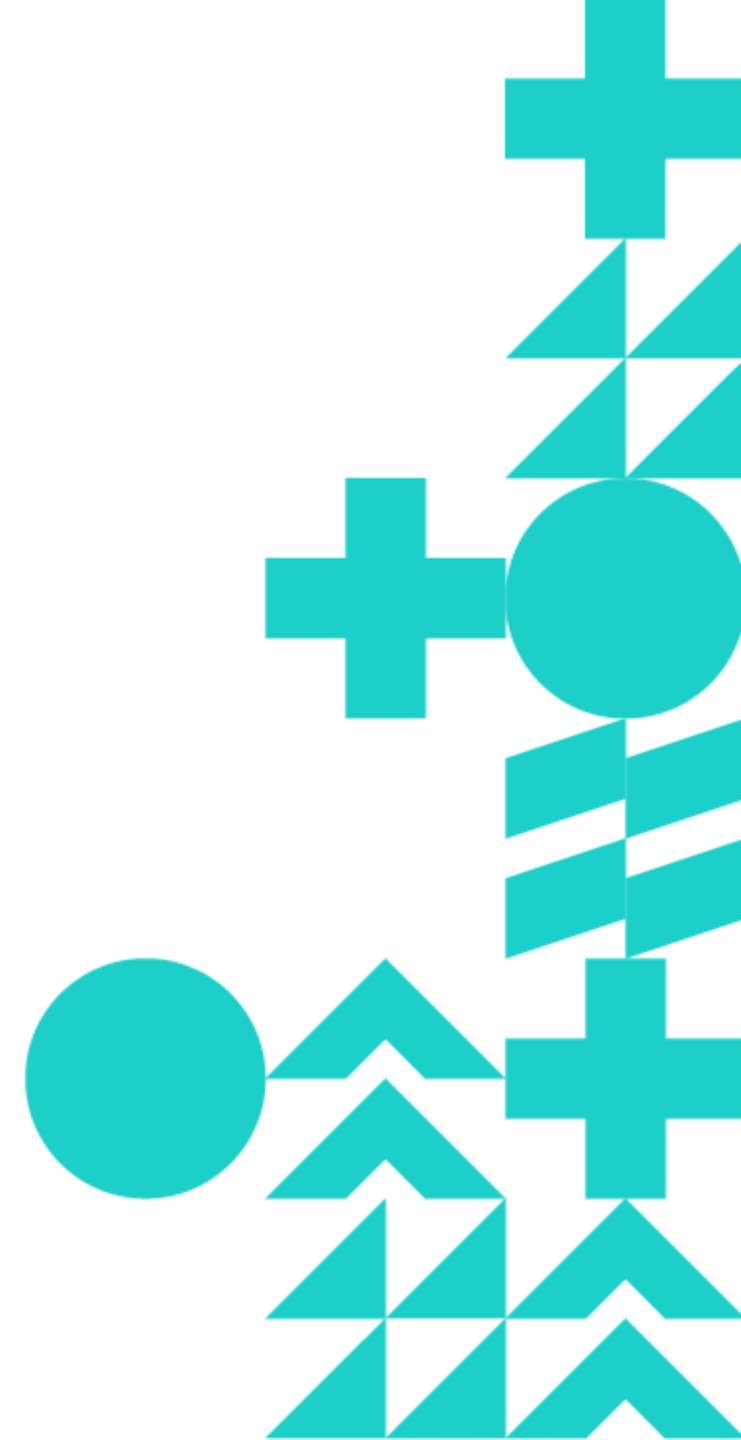
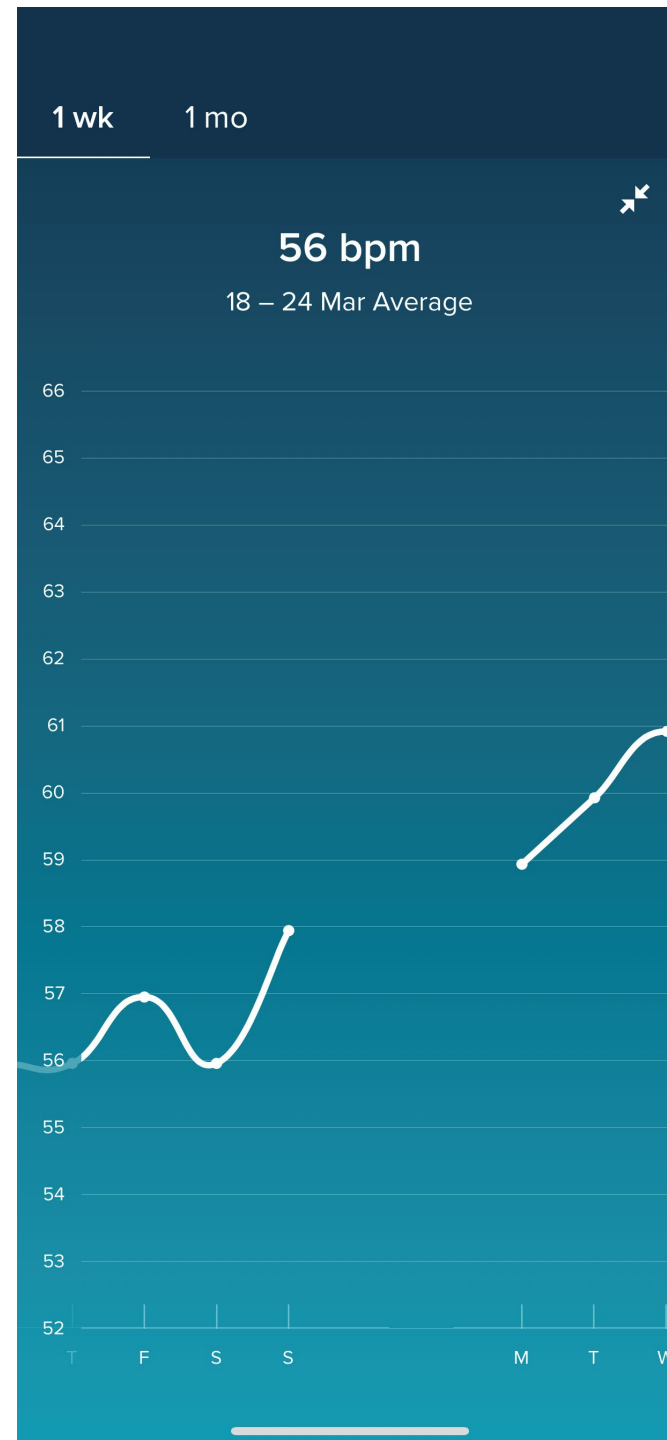
Manic Monday

Terrifying Tuesday

Worrisome Wednesday

Calm by Thursday

Friday – we did it!







University of Cumbria

Higher education institution

Inspection dates

26–29 March 2019

Overall effectiveness

Good

Effectiveness of leadership and management

Good

Apprenticeships

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for learners

Good

This is a good provider

- Governors, leaders and managers have a clear vision and a strong determination to provide high-quality apprenticeships. As a result, the quality of apprenticeship provision is good.
- Apprentices benefit from very effective teaching that has a clear focus on developing their knowledge and clinical skills.
- The well-designed apprenticeship programme is extremely effective in meeting the needs of employers and in addressing skills shortages in Cumbria and the region.
- Rigorous support for apprentices who have additional learning or support needs enables them to make good progress which is in line with that of their peers.
- Apprentices benefit from effective enrichment activities and additional qualifications that help them to become more responsive to the patients and service users in their care.
- Apprentices gain from highly accessible and high-quality careers advice and guidance that support them effectively in planning for the next stage in their careers.
- Apprentices demonstrate very high standards of the professional behaviours expected of healthcare practitioners. They are focused on, and committed to, improving the quality of care for their patients and service users.
- Leaders and managers have insufficient oversight of the progress that apprentices make in the development of vocational skills in the workplace.
- Lecturers do not routinely plan for the development of apprentices' mathematical skills. Consequently, apprentices do not receive sufficient support to help them improve these skills rapidly.
- Lecturers do not identify, or use information about, apprentices' individual starting points well enough to ensure that all apprentices fulfil their potential.



Our Advice to You

Language and jargon

Don't be afraid to ask questions

Be prepared to talk about problems – and how they have been addressed

Know your data inside out

Have the right people available

Respond promptly to requests

Safeguarding and PREVENT

Evidence everything!

The Golden File





KEEP
CALM
IT'S
ONLY
OFSTED

