**De Montfort University**

**Ofsted inspection of Level 4/5 apprenticeships: an overview**

**Introduction**

Apprenticeships delivered at levels 4 and 5 will be subject to regulation by Ofsted under the Education Inspection Framework <https://www.gov.uk/government/publications/education-inspection-framework>.

The Further Education and Skills Inspection Handbook provides information about how Ofsted will inspect our levels 4 and 5 apprenticeships <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>. This outlines the purpose and scope of Ofsted inspection, the types of provision inspected, the types of inspection and the areas of focus. Part 2 of the handbook contains a useful evaluation schedule which shows how the provision will be judged. It is advisable to read the handbook in full to gain an understanding of Ofsted inspection; this document provides a brief overview but the handbook covers all aspects of inspection.

The document at the following link outlines the information you may need to provide for an Ofsted inspection <https://www.gov.uk/government/publications/inspecting-further-education-and-skills-leaflet-for-providers/full-inspections-of-further-education-and-skills-providers#information-you-may-need-to-share-with-inspectors>.

The document at the following link outlines how safeguarding will be inspected <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800586/Inspecting_safeguarding_.pdf>

**Types of inspection**

Whatever type of Ofsted inspection the university will undergo, we will only be notified of the inspection a few days before it takes place. Therefore it is extremely important to be Ofsted-ready at all times.

**Monitoring visit**

The first visit that Ofsted will make to the university to inspect its level 4/5 apprenticeship provision is likely to be a monitoring visit, although it could be a full inspection. This will normally take place within 24 months of starting to deliver Ofsted-regulated apprenticeship provision and is normally 1-2 days long. Normally the university will receive two working days’ notice of a monitoring visit.

Areas of focus: key themes will be:

* Progress in leadership and management
* Progress in providing a high quality of education or training
* Progress towards ensuring effective safeguarding arrangements

Judgements:

* Significant progress
* Reasonable progress
* Insufficient progress

Monitoring visits are also used where providers have been judged to require improvement at a previous inspection.

**Full inspection**

Following the monitoring visit Ofsted is likely to make a full inspection visit within 24 months of publication of the monitoring visit report, or within 6-12 months if a judgement of ‘insufficient progress’ was made at the monitoring visit. Full inspection is normally used for first inspections, if an institution is graded as inadequate or requires improvement, of if the provider’s performance has declined. Based on previous experience the university is likely to receive two working days’ notice of a full inspection and the visit may be 4-5 days long.

Areas of focus (more information is provided on these later in this document):

* Overall effectiveness
* Leadership and management
* Quality of education
* Personal development
* Behaviour and attitudes

Judgements:

* Grade 1: Outstanding
* Grade 2: Good
* Grade 3: Requires improvement
* Grade 4: Inadequate

**Short inspection**

Short inspections are normally used where a provider has previously been judged as good at their previous inspection, and will take place within 5 years of the publication of the previous inspection report. Normally the university will receive two working days’ notice of short inspection and the inspection will last 1-2 days.

Areas of focus:

* Quality of education
* Leadership and management
* Safeguarding
* Careers education and guidance (for students 16-18 and those up to 25 years old with an education, health and care (EHC) plan)

However the lead inspector will have some discretion to focus on other areas, including issues arising from the previous inspection or which

Judgements:

Short inspections do not change a provider’s previous overall effectiveness grade.

* Provider continues to be good
* Provider is at least good and may be outstanding – the short inspection will therefore be extended to a full inspection in order to view more evidence
* Inspection team has insufficient evidence that the provider remains good or they have concerns – the short inspection will therefore be extended to a full inspection in order to review more evidence. A safeguarding concern will always result in a short inspection being extended to a full inspection.

**Re-inspection**

Re-inspection monitoring visits take place where providers have been judged to be inadequate, unless their main funding has already been terminated and/or they have been removed from the Register of Apprenticeship Training Providers (RoATP) and deliver only apprenticeship provision. A re-inspection visit will take place within six months of the publication of the previous inspection report, with a further visit within ten months of the publication of the previous report. The focus will be on the main areas for improvement identified in the inspection report.

**Full inspection: types of provision**

For full inspection the following types of provision will be graded and reported on:

* Education programmes for young people (ESFA funded 16-18 classroom based)
* Adult learning programmes
* Apprenticeships at levels 2-5 funded by the ESFA and/or through the apprenticeship levy
* Provision for learners who receive high needs funding (learners up to age 24 may be eligible for this funding).

In addition the quality of provision for learners with high needs and special educational needs/disabilities (SEND) will always be considered during the inspection of any kind of provision.

Subject areas will not be graded or reported on separately, although inspectors may use their subject expertise to contribute to the evidence base for types of provision and key judgements.

**Full inspection: judgement areas**

For full inspection judgements will be made on the following:

**Overall effectiveness**

This will be based on the effectiveness judgement for each type of provision inspected (above) and the four key judgement areas (below). It will also include a written judgement about effectiveness of safeguarding arrangements. Inspectors will evaluate the extent to which the education and training meets the needs of all learners, including those with SEND and high needs.

In relation to apprenticeships, the inspectors will consider how well leaders and managers ensure that the apprenticeship curriculum meets the principles and requirements of an apprenticeship.

**Leadership and management**

This judgement area will focus on how leadership and management ensure that the education and training delivered by the provider have a positive impact on all learners, including those with SEND and high needs. Inspectors will consider whether those responsible for governance provide confident, strategic leadership and ensure the provider meets its statutory responsibilities. A key area of focus is safeguarding, including: processes to manage unsafe behaviours, bullying and discrimination; protection from radicalisation and extremism (Prevent).

**Quality of education**

There is a focus on how the provider has achieved their results, as much as on the outcomes themselves. This will test whether the results are due to a broad, rich curriculum with excellent teaching and assessment, or ‘teaching to the test’. Inspectors will consider the curriculum, teaching methods, assessment and outcomes and will evaluate these in terms of intent, implementation and impact. Inspectors will also consider learners’ development and improvement in terms of English and mathematical skills.

**Personal development**

This judgement area focuses on the most significant dimensions of the personal development of learners, including, but not limited to: good citizenship; equality of opportunity; promoting inclusivity and understanding the protected characteristics; developing confidence and resilience; promoting good physical and mental health; effective careers advice. Inspectors will look for evidence of the promotion of the British values of democracy, individual liberty the rule of law and mutual respect and tolerance. There will also be a focus on the range, quality and take-up of extra-curricular characteristics.

**Behaviour and attitudes**

There is a focus on how providers create a safe environment in which learners are able to learn. This will include evidence that leaders and teachers have high expectations for learners and implement these consistently and fairly, and that these are reflected in the behaviours and attitudes of learners. Attendance and punctuality will be considered under this judgement area. There will be a particular focus on how effectively providers deal with bullying, harassment and discrimination against learners and staff. The learner and staff surveys used in inspection include questions about safeguarding, support and respect, and the results of these will be considered by the inspectors.