

Kings College Hospital NHS Foundation Trust

Monitoring visit report

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Name of lead inspector: Peter Nelson, Her Majesty's Inspector

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Monitoring visit: main findings

Context and focus of visit

This monitoring visit was undertaken as part of a programme of monitoring visits to new apprenticeship training providers that are funded through the apprenticeship levy. Ofsted's intention to carry out monitoring visits to these new providers was first announced by Her Majesty's Chief Inspector in November 2017. The focus of these visits is on the three themes set out below.

King's College NHS Foundation Trust (the trust) started delivering apprenticeship standards in 2017. Since then, the trust has recruited a total of 23 apprentices onto a range of programmes including dental nursing, health and social care, senior healthcare support worker, and clinical skills. The trust offers both apprenticeship frameworks and standards. At the time of the visit there were nine apprentices still on programme. The trust also has around 170 apprentices who receive their apprenticeship programme through other apprenticeship providers.

Themes

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

Insufficient progress

Leaders and managers have not made the transition from the requirements of legacy qualifications previously delivered by the trust, to the new apprenticeship standards. They have insufficient understanding of how to deliver successful apprenticeships.

The management of the apprenticeship programme is disjointed and ineffective. Managers responsible for delivering the dental nursing apprenticeship work in relative isolation from those responsible for the other vocational areas. While there are some examples of effective delivery on the dental nursing apprenticeship, there are no systems in place for managers and assessors to share that practice more widely to raise standards.

Quality assurance and quality improvement procedures are ineffective. Managers have not done enough to identify the weaknesses in the apprenticeship programme and have not put in place strategies for improvement.

Neither senior leaders nor members of the trust's board have oversight of the quality of the apprenticeship provision. As a result, they do not hold managers to account sufficiently for the inconsistencies and weaknesses in the quality of apprenticeship provision. For example, they have failed to rectify the high drop-out rate of apprentices from the programme.

Managers do not plan effectively for all apprentices' end-point assessments, and do not help apprentices prepare for the assessment in a timely manner. As a result,

apprentices are unclear of what they need to do to complete and achieve the programme.

The rationale, strategic planning and delivery of apprenticeships forms a core component of the trust's wider workforce planning. The process for selecting dental apprentices is thorough. Managers recruit with integrity people who have the potential to enter full-time employment after their apprenticeship.

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

Many apprentices do not receive sufficiently accurate information, advice and guidance prior to commencing their apprenticeship. They do not understand the expectations of the programme, such as the requirement to take functional skills. As a result, many drop off the course prematurely as it does not meet their expectations.

Staff do not assess effectively enough learners' prior knowledge, skills and behaviours on the health and social care pathway. They do not use information from these assessments to plan apprentices' learning priorities. Apprentices do not have individual learning plans or an overview of how on- and off-the-job training link together.

Managers in the workplace do not fully understand their role in supporting the apprentices. They do not play a significant role in identifying suitable opportunities for apprentices to extend and develop new skills through their jobs. They do not ensure that apprentices have enough time to complete the off-the-job training component of the programme. As a result, apprentices are forced to complete work in their own time.

Apprentices do not receive sufficiently frequent reviews. The targets that assessors set apprentices are too generic. They do not provide sufficiently detailed information to apprentices about what they should do to extend their skills and behaviours. As a result, apprentices make slow progress.

Of the 23 apprentices enrolled on the programme, more than half have withdrawn prematurely, or have paused their programme. Many of those apprentices still on programme make slow progress towards completing the apprenticeship.

Apprentices appreciate the support and guidance they receive from assessors. They feel they acquire useful new skills and receive constructive guidance from assessors on written assignments.

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

Leaders have put in place suitable steps to help ensure apprentices' health, safety and well-being. Apprentices feel safe, and have a sound understanding of the trust's

approach to safeguarding and the 'Prevent' duty. They know who to speak to if they have any safeguarding-related concerns.

Apprentices receive appropriate briefing and training on safeguarding, the 'Prevent' duty and related topics such as patient well-being and clinical hygiene. Assessors create opportunities to explore these themes with apprentices in more depth, as part of their face-to-face reviews.

Managers have appropriate policies and systems in place to identify and address safeguarding concerns. They have links with external agencies, where required, from which they can access more specialist advice and guidance on safeguarding-related issues.

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