

# Oxford University Hospital's NHS Foundation Trust

Monitoring visit report

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**Type of provider:** Employer

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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Oxford University Hospital's NHS Foundation Trust (the Trust) began to deliver levy-funded apprenticeships as an employer provider in 2017. At the time of the monitoring visit, four apprentices were on a level 3 apprenticeship framework in business, two apprentices were on the level 2 standard in healthcare science, eight were on the level 2 standard for healthcare support workers and three were on the level 2 standard in pharmacy services skills. In addition, the Trust have apprentices funded through subcontract arrangements. Training for functional skills qualifications is provided through a subcontract arrangement with Activate Learning.

### Themes

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

#### **Reasonable progress**

Leaders' development of apprenticeship programmes is aligned with the Trust's workforce strategy and core values. Staff recognise the importance of the apprenticeship strategy that enables the Trust to manage and reduce identified skills gaps in its workforce.

Leaders collaborate with managers to plan a curriculum that meets development needs. Tutors and managers plan individualised apprenticeship programmes. They support their employees to gain the skills needed to work in a modern health service.

Trust leaders and managers prioritise the recruitment of local young people. Good relationships with local schools and agencies have enabled the successful promotion of apprenticeships and careers in the NHS. Current and former apprentices act as advocates, promoting apprenticeships. This increases recruitment.

Managers' support for apprentices is highly focused, meeting individual needs. Managers work with a comprehensive range of agencies that support apprentices to overcome barriers to their apprenticeship and progress in their chosen careers.

Recruitment processes for all apprentices are thorough and provide tutors and managers with a clear understanding of apprentices' prior attainment, aspirations and motivations. Managers review apprentices' progress frequently. They adapt the

programme and targets to suit the emerging needs of apprentices. Retention is high. The majority of apprentices complete within planned timescales.

Apprentices receive excellent on- and off-the-job training that prepares them well for their job roles and end-point assessments. Most apprentices develop the skills, knowledge and behaviours that they need to succeed in their training and at work.

Apprentices benefit from support and tuition by highly qualified and skilled practitioners. These practitioners share their expertise and knowledge, broadening apprentices' understanding beyond the requirements of the apprenticeship.

The implementation of subcontract arrangements for functional skills qualifications has been slow. Consequently, apprentices are not developing their skills early enough to apply in the workplace.

Leaders' quality improvement plans do not focus sufficiently on the impact of improvement actions on apprenticeships. Therefore, improvements such as the measures to improve teaching and learning are not yet sufficiently rigorous. Managers have updated quality assurance arrangements. However, the pace of implementation is not sufficiently swift.

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

Managers ensure that apprentices make good progress. Almost all apprentices have made significant progress to date. Apprentices in clinical and business programmes develop their skills well. Taught sessions enable apprentices to increase their knowledge, which they apply with confidence in the workplace.

In lessons, teachers make good use of questioning to check and extend apprentices' understanding. Lessons feature stimulating activities with a good level of challenge.

Clinicians' English skills are improved through constructive feedback on written work and communication skills. This improves their communication with staff and patients. Mathematical skills for clinical apprentices are embedded in their practice through measurements of patients' blood pressure and calculating body mass index. Apprentices working in the pharmacy measure quantities accurately.

Leaders and managers ensure that apprentices benefit from practical support and guidance from assessors, managers and work-buddies. This enables apprentices to develop their knowledge, skills and behaviours and progress well in their job roles. All apprentices are successfully integrated into the teams they are working with and progress into permanent positions.

Apprentices work for senior staff, who provide them with the opportunity to undertake a range of roles. Apprentices develop a good understanding of health and safety risk assessments. Clinical apprentices work well with patients and use the equipment effectively to take patients' measurements.

Business administration apprentices are able to rotate through a number of roles and shadow opportunities, and to work on challenging tasks above their normal

workload. Apprentices benefit from opportunities that enable them to demonstrate their skills. For example, they plan staff recognition awards ceremonies, travel overseas to support recruitment of nurses in India and use their social media skills to create posts on the Trust's social media accounts to promote recruitment.

Arrangements for initial assessment are not yet well developed. Initial assessment procedures and the ways staff use the information from these lack consistency. Managers' reviews of apprentices do not sufficiently evaluate apprentices' progress in terms of skills and behaviours.

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

Leaders and managers successfully promote a culture of safeguarding. Staff complete appropriate training and benefit from regular updates. Staff are vigilant and committed to apprentices' welfare. Apprentices feel safe and understand how to keep themselves and others safe. They know how to report concerns.

Leaders ensure that appropriate safeguarding policies and procedures are in place. Records are detailed and identify the support provided. Leaders monitor the incident recording process closely and deal effectively with reported incidents.

Leaders and managers work very well with the Trust safeguarding team and external agencies to ensure that apprentices are safe. Referrals are made to other agencies when necessary, and appropriate support is put in place.

Assessors do not place sufficient emphasis on reviewing apprentices' understanding of the 'Prevent' duty and fundamental British values, and on promoting apprentices' broader understanding of their lives beyond the workplace. Consequently, apprentices have little awareness of the 'Prevent' duty and insufficient understanding of local issues, or radicalisation or extremism.

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