

# Gateshead Health NHS Foundation Trust

Monitoring visit report

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**Unique reference number:** 1278683

**Name of lead inspector:** Jacquie Brown Her Majesty's Inspector

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**Type of provider:** Employer

**Address:** Queen Elizabeth Hospital  
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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 three themes set out below.

Gateshead Health NHS Foundation Trust (the trust) is an employer training provider based in Gateshead. The trust received funding in 2017 to deliver levy-funded and non-levy-funded apprenticeships. The trust currently has 19 apprentices. Ten apprentices are on a standards-based apprenticeship in healthcare support (including therapy services) at level 2. Nine apprentices are on a business administration framework apprenticeship at level 2.

### Themes

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

#### **Reasonable progress**

Leaders and managers have a clear strategy for developing their provision and ensuring that it meets apprenticeship requirements. Their process for selecting and recruiting apprentices is rigorous. They recruit apprentices with integrity.

Managers ensure that apprentices who do not have English and mathematics qualifications at level 2 enrol on functional skills courses. All these apprentices have achieved functional skills English and mathematics qualifications at level 2 during their programme. Managers also ensure that apprentices who already have level 2 English and mathematics qualifications when they enrol develop their knowledge and skills further.

Leaders make good use of feedback from apprentices to make changes to the programmes. For example, apprentices said that they would like more clinical teaching, and managers responded by redesigning the programme to incorporate this.

Managers implement appropriate quality assurance arrangements, including effective oversight of subcontracting arrangements. They evaluate the quality of the apprenticeship provision and identify accurately the strengths and most of the areas

for improvement. Managers provide effective support to staff to help them improve. As a result, staff deliver high-quality training to apprentices.

Governance arrangements are rigorous. Governors provide effective support and challenge to members of the trust. They hold senior leaders to account for the effectiveness of their leadership and the quality of apprenticeships.

Managers have a successful approach to promoting equality and diversity. Assessors check and extend apprentices' knowledge of these topics regularly. As a result, apprentices have a good understanding of how to treat patients fairly, and they understand the importance of respect and tolerance.

Leaders do not ensure that all apprentices receive appropriate careers information, advice and guidance. This means that too many apprentices are unclear about their next steps and have not had sufficient opportunity to consider their career options following the training.

<b>What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?</b>	<b>Reasonable progress</b>
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Apprentices benefit from a comprehensive induction. At the start of the programme, tutors identify correctly what apprentices need to work on. They use this information effectively to plan learning.

Apprentices develop substantial new knowledge, skills, understanding and behaviours throughout their apprenticeship. Workplace mentors provide effective opportunities for apprentices to develop their vocational knowledge, skills and behaviours. For example, they allow apprentices to shadow them in their roles and involve them in patient care.

Assessors plan off-the-job learning thoroughly. Apprentices benefit from high-quality off-the-job training that helps to develop their knowledge, skills, understanding and behaviours. Assessors set clear expectations for apprentices before employment. They prepare apprentices effectively for end-point assessment, and apprentices are clear about the requirements. Many apprentices aim for distinction grades and know what they need to do to achieve them.

Assessors provide helpful feedback to apprentices. They assess their work regularly and fairly. Assessors provide clear guidance on what apprentices need to do to improve the standard of their work. Written work is attractively presented. Apprentices' use of grammar is good. Apprentices develop to a good standard the behaviours that they require for their job role. All apprentices improve in confidence and are able to speak articulately to patients and doctors.

Assessors in healthcare do not review systematically the progress that apprentices make in developing their knowledge, skills and behaviours. Workplace mentors provide specific feedback about apprentices' clinical knowledge and skills. However, reviews of apprentices' on- and off-the-job progress are not coordinated. Actions set for apprentices focus too heavily on completing qualification units rather than on the knowledge, skills and behaviours that they need to develop. A few managers are unclear about the support that they should provide to their apprentices in the workplace.

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

Managers have appropriate safeguarding policies and procedures in place to safeguard apprentices, including a process for recording and responding to safeguarding concerns. Apprentices comply with rigorous health and safety processes in the workplace to keep themselves safe.

Managers follow thorough safe recruitment procedures when employing new staff to ensure that they are suitable to work with apprentices. Staff, including the designated safeguarding lead, have appropriate training to safeguard apprentices effectively.

Managers ensure that apprentices complete appropriate training in safeguarding. Apprentices have a very good understanding of safeguarding, which they apply in the workplace. However, a few apprentices only have a very basic understanding of the risks associated with radicalisation and extremism.

Managers have been slow to compile a 'Prevent' duty risk assessment and implement an action plan. As a result, it is too soon to see the impact of actions in the plan on apprentices and staff.

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