

Central London Community Healthcare NHS Trust

Monitoring visit report

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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 the Education and Skills Funding Agency 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.

Central London Community Healthcare NHS Trust (the trust) provides the team leader apprenticeship as an employer provider and has 17 apprentices whom it has employed directly as part of this programme. They are studying towards team leader/supervisor standards-based apprenticeships at level 3. NHS staff deliver all the provision except English and mathematics qualifications.

Themes

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

Insufficient progress

Leaders are committed to the apprenticeship programme but have paid insufficient attention to ensuring that it meets the requirements of an apprenticeship. Leaders and staff do not plan all the elements of the apprenticeship to ensure that apprentices complete their programme within agreed timescales. Apprentices do not consistently access planned off-the-job training and managers fail to track that they receive their entitlement. Consequently, the vast majority of apprentices do not make good progress.

In their evaluation of the quality of the apprenticeship programme, leaders and managers do not focus sufficiently on identifying the key strengths and weaknesses and the impact of these on apprentices. Their quality improvement plan does not include sufficiently clear dates, targets and responsibilities.

Managers have not implemented adequate teaching for English and mathematics functional skills. Managers have made informal arrangements for these subcontracted programmes, but they neither manage, nor have oversight of the quality of this provision. As a result, too few apprentices work towards their functional skills qualifications early enough in their apprenticeship.

Leaders have not implemented processes that enable them to monitor apprentices' progress. They do not intervene quickly enough to prevent learners falling behind. Consequently, the majority of apprentices do not complete their apprenticeship within planned timescales.

Leaders' strategic planning and delivery of apprenticeships form a core component of the trust's wider workforce planning. Managers recruit with integrity apprentices who have the potential to develop leadership skills, enabling them to progress to the next stage of their careers. However, managers have yet to ensure that the trust's curriculum planning and training programme are aligned to maintain apprentices' motivation for their apprenticeship.

Leaders ensure that assessors and clinical tutors are highly skilled in their vocational knowledge and have extensive industry experience. Apprentices benefit from their tutors' skills and knowledge. They apply their training effectively while carrying out their job roles.

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

Managers and tutors do not have an accurate view of the progress apprentices make. Tutors do not set apprentices challenging individual targets to guide their learning and against which to measure their progress. Too many apprentices make slow progress, despite prior high achievements in their vocational qualifications.

Managers have not set realistic programme durations, and too many apprentices struggle to manage the demands of their programme and jobs. As a result, a third of apprentices have left, or taken a break, before completing their programme.

Apprentices complete relevant assessments in English and mathematics at the start of the programme. Tutors make insufficient use of the results of these assessments to plan and deliver individualised training. The development of apprentices' English and mathematical knowledge and skills is not integrated sufficiently throughout their programme.

The majority of tutors provide helpful feedback and guidance both on how apprentices can improve their work further and in structured, off-the-job training sessions. As a result, apprentices develop their team-building, people-management and time-management skills. Apprentices develop highly relevant leadership skills that they put into practice in their daily routines so that they are more confident in managing staff and patients.

Apprentices develop new skills in team-leading and budgeting which they use to prioritise the needs of their patients, the trust and staff. However, review documents from tutors are insufficiently evaluative to recognise vocational skills gained and improvements made with English and mathematics. Tutors do not provide apprentices with sufficiently challenging or timebound targets.

Apprentices benefit from comprehensive pre-course information to enable them to make an informed choice to gain skills relevant to their work and personal goals. Tutors are highly qualified and experienced practitioners with appropriate teaching and coaching qualifications.

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

Leaders ensure that appropriate arrangements are in place to keep apprentices safe. Managers place a high priority on the health, safety and welfare of their workforce and ensure that effective safeguarding arrangements are in place. They meet their obligations under the 'Prevent' duty.

Apprentices complete training on safeguarding and the 'Prevent' duty as part of their induction programme and update their training at appropriate intervals. Managers have well-established links with external agencies, who provide specialist advice and guidance on safeguarding-related issues.

Apprentices have a good understanding of safeguarding and apply their knowledge to their job roles. They know how to recognise the signs of radicalisation and reporting procedures. They feel safe and have a good understanding of the risks that they face at work, such as the dangers posed by lone working. Apprentices use a personal alarm system to ensure their safety at all times.

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