

Leeds Teaching Hospitals NHS 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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Leeds Teaching Hospitals NHS Trust (the trust) is an employer training provider based in Leeds. The trust first received funding in 2016 to deliver levy-funded and non-levy-funded apprenticeships. The trust currently has 15 levy-funded apprentices who are on the level 3 dental nurse standards-based apprenticeship.

Themes

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

Significant progress

Leaders and managers have a clear rationale for the apprenticeship programme, which they have translated into an extremely well-planned curriculum. As a result, apprentices develop substantial knowledge and skills throughout their programme.

Managers demonstrate a high level of integrity when recruiting apprentices. They use multiple forms of assessment to determine whether a candidate will benefit from the programme. As a result, almost all apprentices complete the programme and achieve their qualification in a timely manner.

Managers ensure that apprentices have a thorough understanding of the structure of the programme and the requirements of the end-point assessment. They seek and use innovative approaches to preparing apprentices for assessments.

Tutors are highly qualified and have relevant vocational experience, which enables them to support apprentices successfully towards achieving their vocational qualifications. They engage in frequent training to ensure that their teaching resources reflect current practice and legislation.

Leaders and managers ensure that apprentices benefit from high-quality resources at the hospital and in specialist outreach centres. This enables apprentices to develop a strong skill set beyond that required of the standard.

Managers ensure that apprentices who do not have English and mathematics qualifications at level 2 gain these qualifications. Tutors support apprentices to develop the English and mathematical skills required to perform their roles, such as how to calculate a plaque ratio.

Managers seek and use feedback from apprentices and staff to improve their programme. Improvements include increasing the number of hours that apprentices spend in outreach centres and clinics.

Senior trust leaders are increasingly involved in providing support and challenge to programme managers. However, the impact of these actions is not yet measurable.

Managers do not gain enough first-hand evidence of the quality of the provision through their quality assurance arrangements. For example, they rely on examination results and apprentices' feedback to assure the quality of their subcontracted English and mathematics provision.

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

Apprentices develop substantial industry-specific knowledge and skills in the workplace and through off-the-job training. As a result, they undertake increasingly challenging clinical procedures, such as supporting practitioners to construct dentures.

Apprentices complete high-quality off-the-job training that supports their development. Tutors provide frequent and helpful feedback that enables apprentices to correct misconceptions and improve the quality of their work for future assignments. Apprentices are clear about the progress that they are making on their assessments and what they need to do to complete their programme successfully.

Apprentices benefit from a curriculum that staff structure well to ensure that apprentices can work safely in placement settings before they begin working in these settings. Managers give clear thought to the sequence of placements. For example, they ensure that all apprentices have seen decontamination in practice at the Hull centre before undergoing examination in this area.

Tutors observe and review apprentices frequently in their workplace. They work extremely well as a team to close any gaps in apprentices' knowledge and skills quickly and effectively.

Apprentices gain a comprehensive understanding of the structure and content of their programme and of their future career opportunities through recruitment and

induction. Consequently, they receive a good preparation for their programme, including its expectations and workload.

Apprentices gain additional support for English and mathematics through face-to-face delivery and online learning. They develop the skills required to fulfil their roles effectively, such as by learning about body language as part of effective patient communication.

Apprentices do not have as clear an understanding of their progress in developing professional behaviours as they do of their knowledge and skills. While apprentices develop the required behaviours and attitudes to meet the standard, they are unsure how to excel beyond this point.

Personal tutors do not take all possible opportunities to improve apprentices' English and mathematical skills. For example, they do not consistently correct misspellings of technical terms.

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. All leaders, managers and apprentices receive appropriate training. As a result, staff know how to keep apprentices safe. Apprentices are able to recognise safeguarding concerns and know to whom they should report them.

Managers employ high standards of safe recruitment practices, appropriate to their context as a healthcare provider. This means that they employ appropriate staff to work with apprentices.

Managers promote a culture of safeguarding, using safeguarding champions to provide ongoing training and updates to staff and apprentices.

Managers have compiled a 'Prevent' duty risk assessment and action plan, but it is too soon to assess the impact of their actions. Apprentices have received appropriate training and understand the concepts of radicalisation and extremism. However, they do not yet understand the specific risks that they face in the healthcare sector and in their local area.

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