

Hampshire Hospitals NHS Foundation Trust

Monitoring visit report

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Type of provider: Independent learning provider

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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.

Hampshire Hospitals NHS Foundation Trust (the Trust) started to deliver directly funded apprenticeships in October 2018. It delivers standards-based apprenticeship programmes at level 3, funded through the levy. Currently, there are 115 apprentices. Ninety-three apprentices are on the senior healthcare worker programme, 14 are on the business administration programme and eight are on the team leader/supervisor programme. The vast majority of apprentices are in the Trust's hospitals, with a small number in local medical practices.

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 rationale to support their apprenticeship offer. It meets the needs of the Trust and the local community. Leaders and managers are active in encouraging and recruiting disadvantaged applicants through their innovative 'Generation' project.

Managers assess learners' knowledge and skills carefully when they begin the programme. Managers refer those who have significant prior knowledge and skills to appropriate higher-level programmes.

Leaders and managers have established an ethos of 'Grow' to encourage apprentices to develop themselves, their teams and the Trust. All staff and apprentices benefit from frequent training and developmental feedback to improve their performance. Apprentices make a significant contribution to the work of their teams and the Trust.

Curriculum managers have introduced carefully planned programmes which ensure that apprentices learn new knowledge, skills and behaviours quickly. For example, senior healthcare worker (SHCW) apprentices study the module on vital signs at the start of their course. This means they can make an important contribution to patient care and support the nursing teams with whom they work.

Leaders and managers have established a clearly understood quality assurance process which focuses closely on the progress that individual apprentices make. Managers ensure that action plans are in place for those apprentices who are at risk of not achieving. They monitor these frequently. Almost all learners are on track to complete successfully by their planned end date. Leaders and managers have not introduced strategies to enable and monitor high-grade achievement.

Leaders and managers are starting to track overall performance against key performance indicators more frequently, and to ensure more urgent interventions are made where appropriate. For example, they are aware of the lack of shared understanding of what constitutes on- and off-the-job training. Although apprentices benefit from a good range of high-quality training, current recording of this is not consistently good.

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

Leaders and managers have recruited suitably qualified and current practitioners, across a range of health disciplines, to plan learning and teach apprentices. For example, physiotherapists, paramedics and senior nurses teach specialist units to SHCW apprentices during the carefully planned study days. Apprentices benefit from this specialist support and deepen their knowledge and understanding of relevant topics, such as end of life care.

Teachers and assessors plan learning so that apprentices build their knowledge, skills and behaviours coherently. They become more competent practitioners within their teams. For example, during a study day session on pain, SHCW apprentices developed their knowledge of the pain scale as well as understanding different positional techniques so that they could best support patients' needs. Business administration apprentices gained in confidence when their manager implemented findings from their project work on stock-control processes.

Apprentices develop a good range of interpersonal and communication skills. This equips them with relevant skills, including confidence and empathy, to support patients as well as their colleagues in different situations. Team leader apprentices learn a range of practical strategies which improve their skills to manage their staff.

Apprentices have a reasonable understanding of the assessment requirements for their programme. They have practised the skills for end-point assessment such as mock multiple-choice questions. Apprentices are not aware of the different grades that they can achieve and so do not know what they need to do to achieve a high grade. Apprentices do not receive feedback on their English knowledge and skills, or how to enhance them to improve their written work.

Apprentices have access to appropriate careers advice throughout their programme. They benefit from a range of activities which help them to plan their next steps. They are suitably informed about the variety of careers available within the Trust, including higher-level apprenticeships in nursing, midwifery and business-related options.

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

Safeguarding arrangements are effective. An appropriate safeguarding policy is in place, and staff at all levels are clear about their responsibilities. A safeguarding management group oversees safeguarding arrangements and the implementation of the 'Prevent' duty. All members of this group have completed designated safeguarding lead training. All other staff receive frequent training and regular updates.

Apprentices feel safe. They benefit from close monitoring of personal and welfare issues that may affect them. Staff monitor 'at risk' apprentices frequently. However, leaders and managers do not identify any trends or patterns in concerns. Managers have made initial links with relevant local agencies to improve support for apprentices further.

Apprentices have a reasonable understanding of the dangers associated with radicalisation and extremism. They are not aware of risks relevant to their personal lives but have a better understanding of how they apply to their professional duties.

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