

Medivet

Inspection report

Unique reference number: 53292

Name of lead inspector: Deavon Baker-Oxley HMI

Last day of inspection: 11 February 2011

Type of provider: Employer

Address: Unit 4 Mowat Industrial Estate
Sandown Road
Watford
WD24 7UY

Telephone number: 01923 470000

Information about the provider

1. Medivet was established in 1986 by two veterinary practices and has grown considerably since then, expanding to 82 veterinary practices. Since its previous inspection Medivet's training department has undergone a number of changes in personnel and an increase in the number and geographical spread of its learners. The organisation provides training in animal care and veterinary science, funded through a contract with Hertfordshire Skills Funding Agency.
2. Currently 34 apprentices are on the programme. The majority of training and assessment is carried out in the learners' workplace by clinical coaches. Most learners attend the training centre in Watford once a week for off-the-job training and assessments.
3. A senior member of the management team has overall responsibility and is supported by a number of middle managers who have day to day responsibilities for the running of the training programmes. The company currently employs four lecturers, one clinical tutor and four internal verifiers.

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Apprenticeships	34 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision		Grade 3
Capacity to improve		Grade 2
		Grade
Outcomes for learners		3
Quality of provision		2
Leadership and management		3
Safeguarding		2
Equality and diversity		3
Subject Areas		Grade
Animal care and veterinary science		3

Overall effectiveness

- The overall effectiveness of Medivet is satisfactory. Outcomes for learners were satisfactory in 2009/10, although many learners made very slow progress in achieving their qualification aims. The recent improvement in assessment practice is having a positive impact and current learners are making good progress on their programmes. Technical certificate success rates are very high, and have remained so for a number of years. The quality of provision is good overall, with high levels of attention given to learners' feedback, particularly regarding teaching. Learners receive a high standard of training in the workplace. Assessment practices are satisfactory. Clinical coaches review progress each week with their allocated learners and formal reviews take place every 12 weeks. However target setting for learners is poor. Staff are highly experienced and provide good motivation for learners, and Medivet's arrangements for safeguarding are good. The promotion of equality and diversity is satisfactory, although the reinforcement of equality and diversity during learners' reviews is insufficient.

Main findings

- Overall outcomes in 2009/10 for learners on apprenticeship programmes were satisfactory; learners' technical certificate pass rates were very high. The number of learners achieving their qualification in the agreed timescale was

very low. However, current learners are making good progress. There is no variance in the outcomes for different learner groups.

- Learners enjoy their work and develop good vocational knowledge and clinical skills. They are highly motivated by working in the veterinary practices with clients, and with well-qualified colleagues, some of whom have specific expertise such as dermatology or orthopaedics. Learners work well together in teams. They mature and gain self-confidence and self-esteem, speaking with pride and enthusiasm about their work.
- Learners feel very safe. Medivet pays close attention to safety in the workplace and at college to ensure the welfare of its learners. Learners are clear about requirements for health and safety and safeguarding and know what to do should they have any difficulties.
- When qualified, learners progress well, with good opportunities within the vocational area. The majority of those who qualify stay with Medivet, and many of those are promoted. Others mainly remain working within the vocational area. Within Medivet these qualified veterinary nurses are highly valued for their skills and experience.
- Teaching and learning are good overall. Learners receive a high standard of training in the workplace. They are very well supported by knowledgeable clinical coaches and other colleagues. Good attention is given to learners' feedback regarding teaching sessions; their views are sought and acted upon regularly to improve the quality of teaching and learning.
- The provision meets the needs and interests of employers and learners well. Learners work effectively through the working week with an afternoon and twilight session spent at college. In the workplace the clinical coach provides good support, helping learners to review their work and obtain appropriate guidance and experience.
- Care, guidance and support are good overall. Work-based clinical coaches support learners very well and learners find it easy to obtain help from others in the college. Medivet effectively carries out initial assessment of learners' literacy and numeracy skills at induction, although arrangements to respond to identified needs are not effective, as additional learning support sessions are not available until holiday periods.
- Assessment practices are satisfactory. The recent changes from portfolios to a nursing progress log suits the learners. Good use is made of internal verification processes to ensure that assessors are trained, and assessments are accurate and valid. Clinical coaches review learners' progress each week. However target setting for learners is inadequate and does not effectively link the practical aspect and completion of the NVQ.
- Medivet's strategic management is effective, and is responsive to its sector's needs, meeting both local and national priorities for the training of veterinary nurses. It shares its values and vision effectively with its staff and learners for providing a good quality training experience. On- and off-the-job training is managed well, with successful communication between clinical coaches.
- The college's arrangements for the promotion of safeguarding for learners are good. Safeguarding is given a high priority within the organisation. Medivet's

safeguarding policy is comprehensive, clearly covering all forms of abuse, identifying roles and responsibilities and incorporating a code of conduct for staff when working with learners.

- Medivet's promotion of equality and diversity is satisfactory. However, the reinforcement of equality and diversity during reviews is insufficient to ensure that learners are confident when discussing issues relating to equality and diversity. A member of staff has overall responsibility for equality and diversity ensuring that these issues are central to the organisation and further supportive of the organisation's values. Equality and diversity matters are covered satisfactorily during, learner inductions.

What does Medivet need to do to improve further?

- Ensure high timely success rates for learners, by setting and monitoring effective challenging targets during staff appraisal.
- Develop timely support arrangements for learners who have identified additional learning needs.
- Further develop the review process to include specific targets for learners, which supports full framework achievement. Ensure that the clinical coaches are included within the review process to support the setting and achievement of targets.
- Ensure that the regular, planned progress reviews include discussions on equality and diversity to further promote a better understanding of these issues.

Summary of the views of users as confirmed by inspectors

What learners like:

- the combination of a strong hands-on approach through work based training, associated with support from college and off-the-job training
- clinical coaches within the work place
- having a lot of colleagues to help
- having a year of working in the practice prior to starting the qualification.

What learners would like to see improved:

- further development of the virtual learning environment.

Summary of the views of employers as confirmed by inspectors

What employers like:

- management by the college of the infrastructure that enables the development of well-qualified veterinary nurses
- being able to contribute to the good programme
- that there is a well-understood work ethos

- the effective relationship between the practices and the college
- effective partnership working
- the realistic and well-integrated approach to training.

What employers would like to see improved:

- none.

Main inspection report

Capacity to make and sustain improvement

Grade 2

5. Medivet has a good capacity to improve. Strategic management is effective with good day-to-day operational management of the programmes. Managers have developed a better understanding of the needs of the training programmes since the changes to the organisation's management structure. Current learners are making good progress and are on target to complete their training within, or before, their due dates. Outcomes for learners are satisfactory overall and improving. Learners' technical certificate success rates are outstanding. Teaching and learning are good overall, with very effective clinical teaching and coaching within learners' workplaces. Learning resources are good; all staff are well qualified and are supported by good staff development.
6. The self-assessment process is thorough. The views of learners and employers are used to inform improvements. Effective use is made of data to inform the process and to support judgements made. However the self-assessment report was overly-descriptive and not inclusive of all stakeholders' views. Inspectors agreed with a number of areas for improvement identified in the report, although they also highlighted further recommendations.

Outcomes for learners

Grade 3

7. Current learners are making good progress, and many are expected to complete before their original planned end date. Outcomes for learners are satisfactory overall for 2009/10. Learners' technical certificate success rates are very high, improving from 90.3% in 2007/08 to 96% in 2010/11, which is 7% above the sector average.
8. In previous years many learners made very slow progress towards attaining their learning goals. However, the provider is taking effective action to address this and the situation is improving. There is no variance in the outcomes for different learner groups.
9. Learners develop good vocational knowledge and clinical skills. They are highly motivated by working in the veterinary practices with clients and with well qualified colleagues, some of whom have specific expertise such as dermatology or orthopaedics. Learners enjoy their work and work well together in teams. They mature and gain in confidence and self-esteem. Learners speak with pride and enthusiasm about their work.
10. Arrangements to safeguard learners are good. Medivet pays close attention to safety in the workplace and in college and to the welfare of the learners. Learners are clear about requirements for health and safety and safeguarding. Learners feel safe and know what to do should they have any difficulties. They are supplied with personal protective equipment which they are required to wear.

11. After qualifying learners progress well, with good opportunities within the vocational area. The majority of those who qualify stay with Medivet, and, many of those are promoted. Others will, in the main, remain working within the vocational area. Within Medivet these qualified veterinary nurses are highly valued for their skills and experience.

The quality of provision

Grade 2

12. Teaching and learning are good overall. Learners receive a very high standard of clinical training within the workplace. Learners are very well supported by knowledgeable clinical coaches and other colleagues. Good attention is given to learners' feedback regarding teaching sessions; their views are sought and acted upon on a regular basis to improve the quality of teaching and learning. Staff develop very good working relationships with learners to support them in their learning and development. Employers engage well with training, and communication is very good. Learners benefit from good practical resources.
13. The provision meets the needs and interests of employers and learners well. Learners work effectively through the working week, with an afternoon and a twilight session at college. At work, the clinical coach provides good support, helping learners to review their work and to obtain appropriate help and experience. Learners are helped by being able to vary their rota to attend another practice in order to get the experience they need. For example the 24-hour hospitals see a wider range of animals and procedures.
14. Care, guidance and support are good overall. All learners are given nine to 12 months' induction within the area of work before commencing training. This ensures that they develop the appropriate attitude to this area of work. Work-based clinical coaches support learners well and learners find it easy to obtain help from others in the college. Employers have confidence in the recruitment process. Medivet carries out initial assessment of learners' literacy and numeracy skills at induction, although arrangements to respond to any such skills needs are not timely, as additional learning support sessions are not available until holiday periods.
15. Assessment practices are satisfactory. The recent change from evidence portfolios to a nursing progress log benefits learners. There is good use of internal verification processes to ensure that assessors are trained and assessments are accurate and valid. Clinical coaches review progress with their allocated learners each week and formal reviews take place every 12 weeks. However target setting for learners is inadequate, and does not effectively link the practical aspect of the programme and completion of the NVQ to effectively support achievement of the full qualification.

Leadership and management

Grade 3

16. The college's strategic management is effective, and is responsive to its sector's needs, meeting both local and national priorities for the training of veterinary nurses. Medivet shares its values and vision effectively with staff and learners to provide a quality training experience. The organisation has an open and supportive management culture, creating a positive environment which encourages the sharing of ideas and aids continuous quality improvement. Staff appraisals are satisfactory and contribute to the quality improvement of the training programmes. The on- and off-the-job training is managed effectively with clear communication between clinical coaches, who are in the learners' workplace and clinical tutors who deliver the underpinning knowledge and assessments.
17. Communication is very effective across the organisation with a programme of planned meetings. Assessors' standardisation meetings are planned and frequent, with effective sharing of good practice. The good communication between clinical assessor and the clinical tutors effectively enhances the development of learners' skills and knowledge. The organisation's newsletter ensures that all staff are kept abreast of developments such as safeguarding issues and celebrating learners' achievements.
18. Medivet's arrangements for the promotion of safeguarding of learners are good. Its safeguarding policy supports the safeguarding of learners effectively. It is comprehensive, clearly covers the definitions of abuse, incorporates a code of conduct for staff when working with learners and identifies appropriately roles and responsibilities. Safeguarding is a priority within the organisation and it is supported by a planned training programme for all staff working with learners. All learners know whom to contact if they have any concerns. Posters are used effectively to inform learners of the risk that may be associated with using the internet. The named members of staff have all received appropriate training. Safeguarding issues are included in the quality improvement plan. The company's newsletter is used effectively to remind staff of safeguarding issues.
19. The promotion of equality and diversity is satisfactory. However, the reinforcement of equality and diversity during learners' reviews is insufficient to effectively ensure that they are confident when discussing such matters. A member of staff has overall responsibility for equality and diversity, ensuring that the issues are central to the organisation. Equality and diversity are covered satisfactorily during learners' induction. Learners are made aware of the organisation's complaints policy and what action to take if needed. The college's equality and diversity policies are satisfactory and are being updated to reflect recent changes in the law. Equality and diversity issues are covered satisfactorily within the learners' and staff handbooks. There is an organisation-wide training programme to support the understanding of equality and diversity.
20. Medivet provides satisfactory value for money. It invests in staffing and learning resources well. The training centre is well-resourced. All learners are supported very effectively within the clinical training centres. Staff training and

development are a priority for the organisation. Apprentices' full framework achievement is satisfactory.

Information about the inspection

21. One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's Head of Nursing Affairs, Safeguarding Officer, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
22. Inspectors used group and individual interviews, and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

Record of Main Findings (RMF)

Medivet

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	0	0
Part-time learners	34	34
Overall effectiveness	3	3
Capacity to improve	2	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	4	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>	n/a	
<i>How well do learners make a positive contribution to the community?*</i>	n/a	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	n/a	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

*where applicable to the type of provision

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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