

Health Education North East

Independent learning provider

Inspection dates		16–19 March 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Good-2
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- apprentices and workplace learners achieve well; the vast majority make very good progress, achieve their qualifications and most move into employment or to positions with increased responsibility within the health service on completion of their training
- most learners develop excellent skills through their training, making very good use of the rich opportunities in the workplace to extend their vocational knowledge; they become valuable and valued members of staff
- highly experienced staff and managers provide good training which motivates learners and meets their needs well
- learners benefit from highly effective advice and guidance which ensures they benefit from their training, begin their careers within the health service and succeed in gaining qualifications
- a strong sense of purpose ensures that Health Education North East (HENE) and its partners promote lifelong learning and provide high quality training to the healthcare support workforce
- creatively devised programmes widen participation and meet local and regional needs particularly well, taking full account of priorities within the healthcare sector.

This is not yet an outstanding provider because:

- more able learners receive insufficient challenge; they are too often not encouraged to learn independently through undertaking research to develop their knowledge
- too many targets agreed with learners are too narrow and lack focus; written feedback to learners does not provide sufficient detail for them to know how to improve
- not enough use is made of management information to evaluate learner success and to identify areas for improvement; HENE's managers do not have sufficiently robust performance data or the capacity needed to measure the effectiveness of the provision offered across all trusts
- self-assessment does not drive improvement across the provision; common strengths and areas for improvement are not identified routinely and some areas for improvement noted at the last inspection have still not been rectified by all trusts.

Full report

What does the provider need to do to improve further?

- Gather, analyse and use management information from across the provision more rigorously so that learner success can be better reported and strategies to improve any underperformance can be implemented promptly. Look for ways to capture routinely information about learner progression onto higher-level programmes and into employment. Ensure that there is sufficient capacity to manage this area of work centrally, in collaboration with the partner trusts.
- Strengthen programme management by ensuring that self-assessment and improvement planning considers all aspects of the provision. Develop an improvement plan which tackles common areas for improvement and looks for ways to build outstanding teaching, learning and assessment. Further develop and share the good practice that exists within all of the trusts.
- Explore ways in which the roles of partner trust managers can be further developed and better supported to ensure the continued focus on delivering high-quality and responsive programmes.
- Provide training and development for trainers and assessors so that all learners receive appropriate levels of challenge, making best use of e-learning and research to extend their skills and knowledge. Take steps to ensure that staff provide learners with clear targets that consider all aspects of their work and give learners clear, detailed and useful written feedback on completed work.

Inspection judgements

Outcomes for learners	Good
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- HENE offers apprenticeships at levels 2 and 3 in health and care; business administration engineering, pharmacy and dentistry. Most learners are apprentices, the remainder being adults following workplace learning programmes, the majority of which are in administration. Just over half of the learners are aged 19 to 23 and the remainder are aged between 16 and 18. The subject areas selected for grading on this inspection cover the programmes of around three quarters of learners.
- HENE aims to ensure the supply of a competent, compassionate and caring workforce in its partner trusts and recruits learners who come from a wide range of backgrounds and starting points.
- Most apprentices and workplace learners make very good progress and achieve well. The number of learners who complete their framework successfully is high, particularly in health and social care. The proportion of apprentices who achieve their qualification in the planned timescale is significantly above the national rate.
- Most intermediate and advanced apprentices succeed equally well across all subject areas. However, in 2013/14 the small number of health and social care apprentices aged over 24 did less well than their peers. The small proportion of male advanced apprentices who completed their frameworks in 2013/14 was low and below the national rate.
- Learners on all programmes develop a broad range of personal, social and employability skills. There are rich opportunities for learning provided in the working environment. Learners become confident in dealing with members of the public, who are often in vulnerable or stressful situations. Learners develop safe working practices and understand how to keep themselves safe.
- A large majority of learners complete a broad range of mandatory and optional additional training courses provided by the trusts which extends learning, broadens understanding and enhances the development of learners' practical skills development.

- Improved skills in English, mathematics and information and communication technology enhance learners' employability and improve their effectiveness at work. Although most apprentices already hold the appropriate level of functional skills qualifications when they start their programmes, many of the remaining learners pass their functional skills tests at the first attempt.
- The large majority of learners gain employment within the health service on completing their course. For example, a very high number of learners who complete intermediate customer service awards move into roles with increased responsibility and a higher salary. Some progress into roles where they can apply their skills and knowledge in differing settings such as paramedics.
- Feedback from partner trusts suggests that a good proportion of learners progress onto higher-level programmes both within the trusts and externally. Career development pathways supported by HENE and the trusts encourage an increasing number of learners to progress onto foundation and full degree programmes.

The quality of teaching, learning and assessment

Good

- Trainers have high expectations of learners which are reflected in the good success rates. Trainers and assessors are industry specialists and use their workplace knowledge to contextualise learning well. Assessors frequently work alongside learners and this allows a good degree of intervention if a learner needs more frequent support, for example pharmacy technician apprentices have daily access to assessors in the dispensary.
- There is a rigorous and open initial selection process for the apprentices, involving assessments and interview, which leads to learners who are highly motivated, academically able and eager to progress. Apprentices talk confidently of the range of work they carry out. Well-chosen units suit apprentices' developing employment needs.
- Learners have numerous ways to showcase their skills development in the workplace. Progress is recorded in a very detailed manner and learning outcomes clearly identified in portfolios. Assessors encourage learners well to develop independent working skills in their work settings, for example taking responsibility for managing a patient's medicines. Target setting is not always rigorous and some learners find there is insufficient challenge in the work they do on the technical certificates.
- Many learners have the opportunity to complete additional courses which broaden their skills. Carefully chosen qualifications suit learners' needs; for example the completion of a qualification in the sterilisation of endoscopy equipment. All final year engineering apprentices complete additional courses in electrical equipment testing and working with asbestos.
- Assessment is regular and in the better developed systems learners can check progress in a variety of formats, both graphical and written, so that they have a clear understanding of how to improve their performance. However, too often assessors give verbal feedback rather than detailed written feedback, which does not always help learners to build on their success.
- Most apprentices have a good level of mathematics and English at the start of the course but the extent to which these skills are developed does not always meet the needs of individual learners. Too often spelling, punctuality and grammar are not corrected. In one session, pre-employment learners were asked to sign a contract without checking understanding of the terminology involved.
- Trainers embed mathematics and English skills into workplace practices well. For example, terminology sheets are available for learners to develop their understanding of complex medical language. Technicians regularly have to use calculations in dispensing medication and preparing injections for chemotherapy patients; this is assisted by the availability of useful calculation sheets.
- Learners receive very good care and support which minimises any barriers to learning. Apprentices appreciate the highly relevant support that trainers give them throughout their

course, from induction to application for jobs. Learners receive clear guidance regarding the course requirements and expectations. Inductions often include talks from past learners as well as timely careers advice on different progression opportunities; for example apprentices are aware of career opportunities outside of hospital settings.

- Where individual learners are identified as needing additional support, this is highly effective and enables learners to progress. Support often takes the form of more frequent meetings with assessors but other examples include providing extra time for tasks or adapting materials for learners with dyslexia. Some learners with more complex needs have access to a pastoral care worker who can ease and assist the learning experience.
- Apprentices receive very good advice on progression opportunities when they complete their course. Progression into employment is high and many learners move on to higher education. All final year engineering apprentices are exploring funding opportunities to complete degrees in building services and electronic engineering.
- There is good focus on health and safety in the workplace. Sessions on cyber-bullying and e-safety encourage learners to think about their on-line profiles. Learners develop a comprehensive understanding of equality and diversity, especially where it is part of their programme, and they are encouraged to apply this understanding in the workplace. For example, pharmacy technicians and health and care apprentices are taught how to communicate effectively with different clients and demonstrate the importance of understanding diversity within the workplace.

Health and social care Apprenticeships 19+ learning programmes

Good

Teaching, learning and assessment in health and social care are good because:

- learners make good progress, completing their programme within the expected timescale; they enjoy their learning, progress into employment and to the next level of study, for example, promotion to supervisor, medicine, adult nursing, midwifery, paediatric or oncology
- good development of a wide range of skills essential for work within the trusts is extended through a number of additional courses, for example learning to deal with challenging behaviour by people with dementia; gaining skills in clinical procedures, such as stoma care and robotics in theatre
- learners gain in confidence as their knowledge and skills grow; they manage their time more effectively, are more organised, understand complex medical technical language and have a heightened understanding of the core values to promote high-quality patient care
- very good initial and ongoing information, advice and guidance enable learners to explore potential careers opportunities to broaden experience within the trusts
- trainers and assessors are well qualified and very experienced, motivating learners well to reflect on work and implications for their practice
- support for learners is good minimising potential barriers to learning; for example a mature learner with complex needs supported on an individual basis gradually gained confidence to work in small groups, completed their programme and progressed into full-time employment as a valued and valuable member of the staff team
- assessment is regular and well documented enabling learners to make good progress in their understanding of the need to reflect and improve their practice; this is highlighted well through observations of their practice, witness testimonies and their managers' assessments
- learners have a very good understanding of person-centred care and the need to respect individual differences; they work safely and understand clearly how to safeguard patients within their care.

Teaching learning and assessment in health and social care are not yet outstanding because:

- not all learners are challenged sufficiently to carry out the wider research needed to gain a broader and deeper understanding of the topic, which would enable them to achieve their full potential
- targets in reviews relate to the completion of units and do not address personal development needs or encourage wider research
- written feedback is insufficiently detailed to enable learners to understand why their work meets the standards and to build on their success in future work.

Administration Apprenticeships 19+ learning programmes

Good

Teaching, learning and assessment in administration are good because:

- learners make good progress and achieve well; most complete their awards within the planned timescale
- the standard of learners' work is good and they present a range of evidence in portfolios such as using spreadsheets and databases to analyse performance and using Power Point for presentations, including screenshots alongside text boxes
- learners develop good work-related skills and improve their self-confidence, independence and social skills and value highly the opportunities open to them; one learner now confidently produces information on qualifications to support the work of senior managers; administration learners improve efficiency within their teams and take and transfer telephone calls professionally; learners in the ambulance service develop very good customer service skills
- assessors and workplace managers are well qualified and provide good support to learners; they stretch and challenge learners to achieve well and produce good quality work; particularly effective support is provided to learners with additional needs making appropriate adjustments to meet their needs to be able to achieve an apprenticeship
- learners' skills in English and mathematics are good; workplace managers correct work and challenge learners to improve the presentation of written work, for example when producing memos and reports, and support their understanding of the use of mathematics within their day-to-day work
- safeguarding arrangements are good; staff and learners have a secure understanding of how to keep themselves safe and display safe working practices.

Teaching, learning and assessment in administration are not yet outstanding because:

- interactive learning technologies are not used sufficiently well to support learning; assessors signpost learners to websites that have useful materials but there is a lack of e-learning resources linked to the e-portfolio
- progress reviews are not linked to the e-portfolio; overall progress is evaluated during the review, however, this lacks precision around what is being achieved and where further development needs lie; there are few contributions from workplace supervisors noted in the e-portfolio
- equality and diversity are promoted at induction and within the qualification but this knowledge is not extended further during progress reviews where discussions are limited and lack the creativity to stimulate and engage learners.

The effectiveness of leadership and management**Good**

- HENE and its partner trusts have a very strong sense of purpose focusing on the provision of high-quality training to the healthcare support workforce. They demonstrate a high degree of pride in the opportunities afforded to staff across the trusts. Funding is used particularly well to provide additional training which increases learners' effectiveness on the workplace, and to widen the availability of training opportunities. Collaborative working arrangements between the HENE and the trusts are well established and highly productive.
- The culture for continuous improvement is well established in HENE and its partner trusts. HENE has a very good understanding of how programme management can be strengthened and the quality of education improved further. It recognises the strengths that lie within the activities of its partner trusts and is exploring ways in which their role can be developed.
- Vocational contract managers from within each trust provide very good leadership within their own organisations. Their good understanding of programme requirements ensures that training meets the needs of their staff well. HENE provides a clear operational framework and its governing body monitors programme performance appropriately. A well-informed and knowledgeable sub-group provides contract managers and HENE's operational staff with a suitable level of support, challenge and direction.
- Trusts hold a good range of management information which allows them to monitor learners' progress well. HENE however lacks the capacity to centrally coordinate and manage the information needed to provide a picture of performance, emerging trends or areas for improvement across the provision as a whole. Available data reports are often incomplete and do not provide sufficient information about in-year success or wider aspects of performance such as learner progression.
- Trusts manage the performance of their teaching staff particularly well. Observations of learning provide useful information which informs staff development and performance review. Peer support for both staff and programme development across the trusts is very effective.
- Arrangements to monitor the quality of provision are well established; HENE has set out clear expectations of the trusts which they all apply. Trusts make good use of information gathered, for example through learner surveys, to bring about improvements. However, HENE does not collate information from across the whole partnership to identify and address common themes or concerns.
- Self-assessment requires improvement. All trusts complete an annual self-assessment report. However, the quality of these reports varies. HENE has introduced an on-line tool for self-assessment and improvement planning, however, this is not yet fully established and there is currently no overarching self-assessment report or improvement plan to drive improvement across the whole partnership. Several areas for improvement identified at the last inspection have not been addressed by all trusts.
- HENE has an excellent understanding of training and educational demands within the healthcare sector. It works particularly well with its partners and wider strategic bodies to develop programmes creatively that widen participation and equip learners to secure employment and progress in their chosen careers. Innovative schemes, such as the apprentice ambassadors, widen awareness of the opportunities for careers within the sector. Many of those who complete the well-designed programmes for unemployed learners are successful in securing employment.
- Learners and training staff demonstrate a good understanding of equality and diversity in their work; all receive comprehensive training within the partner trusts. However, some staff miss the opportunity to extend learners' understanding through their progress reviews. Learners work within very inclusive environments in which they report that their work is valued and they feel safe. Arrangements to monitor the performance of different groups of learners are underdeveloped, particularly across the whole contract.
- Safeguarding arrangements for learners are good. Managers, staff and learners demonstrate a good understanding of health and safety and robust arrangements are in place within each trust

to report safeguarding concerns. Links between trusts and local safeguarding boards are good. All learners and training staff receive safeguarding training to an appropriate level. Managers check the records of all staff and learners with the Disclosure and Barring Service as part of their conditions of employment. Recent training for all staff has raised awareness effectively on topics including sexual exploitation and how to identify and tackle extremism.

Record of Main Findings (RMF)

Health Education North East									
Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14–16 part-time provision	14–16 full-time provision	16–19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	N/A	N/A	N/A	N/A	2	2	N/A	N/A
Outcomes for learners	2	N/A	N/A	N/A	N/A	2	2	N/A	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	N/A	N/A	2	2	N/A	N/A
The effectiveness of leadership and management	2	N/A	N/A	N/A	N/A	2	2	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Administration	2

Type of provider	Independent learning provider									
Age range of learners	16+									
Approximate number of all learners over the previous full contract year	595									
Local Director	Ms Alex Glover									
Date of previous inspection	July 2012									
Website address	www.ne.hee.nhs.uk									
Provider information at the time of the inspection										
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above			
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+		
	N/A	26	N/A	102	N/A	50	N/A	N/A		
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher					
	16-18	19+	16-18	19+	16-18	19+				
	116	171	95	89	N/A	N/A				
Number of traineeships	16-19		19+		Total					
	N/A		3		3					
Number of learners aged 14-16	N/A									
Full-time	N/A									
Part-time	N/A									
Number of community learners	N/A									
Number of employability learners	N/A									
Funding received from	Skills Funding Agency (SFA)									
At the time of inspection the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> ROVE Gateshead College Tyne Metropolitan College Teesside University 									

Contextual information

Health Education North East works in partnership with foundation trusts and regional programmes in the North East of England to meet their workforce requirements through the provision of education, training and workforce development. Nine trusts work with HENE currently to deliver apprenticeships and vocational training for their employees and local people seeking employment. Training and assessment are delivered predominantly by the trusts' training teams in the workplace. This government-funded training accounts for less than 1% of HENE's funding. Unemployment in the North East is high; the region has the highest proportion of young people aged 16-18 who are not engaged in education, employment and training. The number of 16-year-olds achieving five GCSE's at grade A* to C including English and mathematics is just below the national average.

Information about this inspection

Lead inspector	Judith Hamer
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Six additional inspectors, assisted by the Business Manager as nominee, carried out the inspection with short notice. Inspectors took account of the most recent self-assessment reports and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and on-line questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across all of the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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