

Nuffield Health

Monitoring visit report

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Monitoring visit: main findings

Context and focus of visit

This monitoring visit was undertaken as part of a series of monitoring visits to a sample of new apprenticeship training providers that are funded through the apprenticeship levy. Ofsted's intention to carry out monitoring visits to these new providers was first announced by Her Majesty's Chief Inspector in November 2017. The focus of these visits is on the three themes set out below.

Nuffield Health is a not-for-profit organisation that started operating 60 years ago. It offers a wide range of health services through a network of hospitals, medical clinics, fitness and well-being centres, and diagnostic units across the United Kingdom.

In September 2017, Nuffield Health started training apprentices funded through the apprenticeship levy. They currently provide training for 80 apprentices. All apprentices are enrolled on new standards-based apprenticeships in team-leading at level 3. They work at establishments across the country and in a variety of health-service settings.

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 created a well-organised apprenticeship training programme that meets the requirements of an apprenticeship. They make sure that learners and their line managers understand fully the content of the apprenticeship programme before they start. All learners are experienced members of staff who have recently started working in a managerial role as part of the Nuffield Health 'future leaders' programme'. Apprentices are selected carefully and assessed before they begin the programme. The assessment includes a thorough evaluation of their knowledge, skills, previous experience and qualifications. Leaders and managers make sure that applicants will benefit significantly from the team-leading apprenticeship at level 3. They also carry out detailed assessments of learners' English and mathematical skills.

Learners benefit from carefully structured and extensive off-the-job training. Managers make sure that trainers are highly qualified and experienced professionals who provide good support to learners well to complete each of the training modules. Trainers have monthly meetings with learners to review their progress, set learning activities and prepare them for the end-point assessment. For example, trainers coach learners skilfully on how to respond to competency-based questions through practice and constructive feedback.

Nuffield Health does not currently have a governing body, but senior leaders and managers have started to set up an apprenticeship governance forum. This will provide challenge to senior managers and monitor the overall performance of the apprenticeship programme. Senior leaders and managers have clear and realistic plans for the future growth of apprenticeships as part of their 'future leaders' programme'.

Leaders and managers effectively check the progress that learners are making through detailed monthly review meetings. Where learners are falling behind or struggling with their programme, suitable interventions are made to get them back on track as soon as possible.

Leaders and managers use monthly quality and standardisation meetings effectively to improve regional trainers' professional practice, and to share best practice. Managers often seek feedback from learners about the quality of the training they receive. Leaders and managers respond promptly to any concerns that learners raise.

Leaders and managers identify accurately the strengths and weaknesses in the apprenticeship programme. They have started to create a quality-improvement plan to monitor and improve the quality of the programme. However, their actions and targets are neither time-specific nor measurable and they do not monitor any progress made. As a result, leaders and managers do not know whether they have made sufficient improvements or what impact their actions have on learners.

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

Learners are making good progress and the vast majority are on track to complete by their planned end date. They understand the benefits of their apprenticeship programme and see how their knowledge, skills and behaviours have improved because of it. Learners quickly carry out more complex duties and responsibilities and a few have already been promoted. They are confident that the new knowledge, skills and behaviours they gain will help them in their current job and in their future careers. For example, learners were able to describe how they managed their team members more effectively and organised their tasks better.

Because of high-quality off-the-job training, most learners make at least good progress. The standard of learners' written and practical work is good, and they value their learning. Learners appreciate the good-quality, well-structured electronic workbooks that help them learn and use opportunities to extend their learning within each of the programme units.

Learners benefit from constructive and detailed feedback on assessed work, which helps them to improve. Regional trainers use their experience in leadership and management to help learners develop the wide range of knowledge, skills, behaviours and attitudes they need to succeed. Trainers quickly inform learners

whether they are working towards a pass, merit or distinction. A minority of learners are working towards a merit. These learners are not challenged sufficiently to work for and achieve a distinction although they have the ability to achieve at that level.

Managers have not yet introduced detailed careers information, advice and guidance. Apprentices currently do not understand fully the options available to them at the end of their programme.

Regional trainers have developed effective working relationships with the learners' managers, who are closely involved in progress reviews. As a result, managers agree opportunities for learners to develop new knowledge, skills and behaviours. Learners value highly the support they receive from their trainers and line managers.

Regional trainers do not ensure routinely that the progress targets they agree with learners are sufficiently detailed. Too often targets state that learners should complete modules without identifying the actions they need to take to do so. Regional trainers do not develop further learners' English and mathematical knowledge and skills during their vocational training.

Learners who have not passed GCSE English and/or mathematics at grades A* to C or 9 to 4 are supported by a specialist tutor who is employed by a subcontractor. Learners value this support and understand how it helps them to improve their English and mathematics. However, managers do not assess the quality of this training or monitor how many times learners take examinations before they pass them.

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

Safeguarding is effective. Leaders and managers place a high priority on safeguarding of learners. Learners feel safe and know what to do if they have any concerns. Learners reinforce their knowledge of safeguarding throughout their apprenticeship and include it as part of their learning journal.

Staff have a good understanding of the safeguarding procedures and they use them effectively. Managers investigated thoroughly the very few safeguarding incidents that occurred. They recorded their actions and the outcomes in detail.

Leaders and managers have trained staff and learners in safeguarding and 'Prevent' duties. The 'Prevent' duty training is basic and focuses only on religious groups. It is neither specific nor relevant to the areas where apprentices live and work. Because of this, apprentices are not able to demonstrate a useful knowledge of radicalisation and extremism or recognise how the dangers of radicalisation and extremism might apply to their lives and jobs.

Leaders and managers complete detailed and thorough recruitment checks, including Disclosure and Barring Service checks, before appointing new staff.

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