

# Manchester University NHS Foundation Trust

Monitoring visit report

---

<b>Unique reference number:</b>	1244878
<b>Name of lead inspector:</b>	Elaine Price HMI
<b>Inspection date(s):</b>	25–26 July 2018
<b>Type of provider:</b>	Employer
<b>Address:</b>	Cobbett House Manchester Royal Infirmary Oxford Road Manchester M13 9WL

## 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.

Manchester University NHS Foundation Trust (MFT) was formed in October 2017 following a merger of Central Manchester University NHS Foundation Trust (CMFT) and University Hospital of South Manchester NHS Foundation Trust. CMFT became a prime-contract employer provider in August 2016 and a levy-funded employer provider in May 2017. MFT consists of eight hospitals across Greater Manchester.

At the time of the monitoring visit, 308 apprentices were enrolled on standards-based programmes. One hundred and four apprentices were enrolled on the healthcare support-worker programme at level 3 and 167 at level 2. Thirty-seven apprentices were enrolled on the business administration programme at level 3.

### Themes

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

#### **Reasonable progress**

Directors and senior managers have developed a clearly defined apprenticeship strategy. The strategy is linked to the MFT's workforce strategy and the NHS 'Talent to Care' strategy. Currently over 80% of apprentices have been appointed into new job roles within the Trust. Directors and senior managers are committed to ensuring that learners receive high-quality education and training. Their aim is to develop a workforce that can deliver high standards of service consistently across all hospitals within the Trust.

Managers ensure that learners receive sufficient time for off-the-job training. Training is sequenced so that learners can quickly apply the knowledge and skills they gain off the job into their work practices.

Managers monitor regularly the progress that learners make. They provide ward managers and supervisors with regular reports on learners' progress. Clear milestones are set so that learners can be tracked and monitored in preparation for the gateway and end-point assessment before their planned end date. The monitoring of learners' progress towards achieving higher grades within the standards-based apprenticeship requires improvement.

Managers identify swiftly when learners fall behind and do not make the expected progress. Although teacher-assessors take action to ensure that they are supported to catch up, this does not always happen quickly enough. As a result, a minority of learners are not on target to achieve the apprenticeship by their planned end date.

Directors and senior managers place a high priority on recruiting teacher-assessors with the relevant specialist occupational skills. A wide range of continuing professional development is completed by teacher-assessors, including mandatory training linked to their clinical roles. Managers review the performance of staff regularly and support them to improve their practices. Teacher-assessors use their knowledge and skills very effectively to deliver up-to-date and relevant occupational education and training to learners.

Managers capture a wide range of data and information relating to the apprenticeship programmes. However, they do not analyse the data and information to provide directors and senior managers with incisive reports on the quality of teaching, learning and assessment.

Since the recent merger, directors have implemented a new governance structure within the Trust to monitor the performance of senior managers and to improve the apprenticeship programmes. It is too early to judge the impact that the board is having on the quality of education, training, learning and assessment.

**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**

Managers' planning of the apprenticeship programmes is good. Apprentices, who are all employed by the Trust, complete a very helpful 12-week pre-employment course before they are recruited to the apprenticeship programme. This prepares them for their job role and the demands of the apprenticeship programme. Following a very effective one-week corporate and apprenticeship induction, learners spend four weeks as supernumerary members of staff. They gain considerable benefit from shadowing staff and processes on hospital wards or in administration environments. During this time on the wards or in offices, learners complete activities that assess their knowledge, skills and behaviours to identify their starting points.

Learners receive fortnightly off-the-job training at the training centre where they develop new knowledge, skills and behaviours. As a result of this training, learners apply their knowledge and skills proficiently in clinical practice and administrative roles. For example, learners complete fluid intake and output observations of patients. They obtain the mandatory care certificate and prepare for additional qualifications such as venepuncture.

In addition to off-the-job training at the training centre, learners receive weekly on- and off-the-job training on their wards or in their administration offices, for example specialist ward training and the completion of e-learning packages. The quality of this training varies considerably across the hospital sites. For example, on one site learners are unable to practise their physiological-observation skills on patients on the wards and they have to simulate these on colleagues and teacher-assessors instead.

Learners receive helpful feedback from their teacher-assessors following assessments. Teacher-assessors' feedback supports learners in recognising and correcting errors and improving the quality of their work.

Managers identify swiftly those learners who need to complete functional-skills qualifications. However, learners' English and mathematical knowledge and skills are not assessed quickly enough to identify their starting points and to indicate whether they need additional support for functional-skills examinations.

Although managers use a range of systems to record and track learners' progress, their focus is on tracking unit and workbook completion. Managers give insufficient attention to learners' personal and social development. Learners have recently started to complete reflective logs. These show clearly the knowledge and skills they are developing. However, the reflective logs do not focus sufficiently on the development of learners' behaviours in the workplace.

Learners receive good information, advice and guidance on career-progression pathways. They have a good awareness of the progress they are making towards their career aspirations. However, learners do not receive sufficient careers guidance on job roles and careers outside the NHS.

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

**Reasonable progress**

Senior leaders and managers place a high priority on safeguarding within the Trust. Appropriate policies and procedures have been implemented. Senior managers carry out safe recruitment and selection procedures when employing staff and apprentices. Staff and learners have a good understanding of their responsibilities to safeguard service users and themselves.

All staff employed by the Trust receive mandatory training in safeguarding and the 'Prevent' duty which is regularly updated. However, learners do not demonstrate a good enough understanding of the potential risks associated with radicalisation and extremism.

Senior managers ensure that staff who deliver the apprenticeship programmes have additional training in safeguarding learners. They have appointed a designated

safeguarding officer who is appropriately trained. Learners feel safe. They know how and to whom they should report concerns. Learners have a good understanding of how to keep themselves and the service users safe. They are aware of how to keep safe online. Learners demonstrate a good understanding of British values and how this is promoted within the Trust. They follow safe working practices in their job role and in relation to patient care.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **Learner View**

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk).

### **Employer View**

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to [www.employerview.ofsted.gov.uk](http://www.employerview.ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018