

Calderdale and Huddersfield NHS Foundation Trust

Monitoring visit report

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Address:	Huddersfield Royal Infirmary Acre Mill Huddersfield HD3 3EA

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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Calderdale and Huddersfield NHS Foundation Trust (the trust) is an employer provider that began delivering apprenticeships using levy funding from July 2017. The trust currently has 57 apprentices, whom it employs directly. They are studying towards healthcare support worker standards-based apprenticeships at level 2. NHS staff deliver all the provision except English and mathematics qualifications which the trust subcontracts to a further education college. The majority of apprentices are over 19 years of age.

Theme

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 ensure that the provision meet the principles of apprenticeships. Leaders and staff plan all the elements of the apprenticeship effectively. All apprentices benefit from well-planned off-the-job training and most exceed their minimum entitlement. Consequently, the vast majority of apprentices make at least the progress expected of them. Apprentices and their line managers have a good understanding of the requirements of the programme.

Leaders and managers have successfully developed their apprenticeship programme to meet their need to recruit staff to health and care vacancies in the hospital. The programme enables them to develop their workforce and fill important skills gaps. Managers provide clear guidance for applicants to ensure that prospective apprentices can make an informed choice about the suitability of the job role and the programme.

Leaders and managers provide a range of career opportunities for apprentices to consider on completion of their apprenticeship. Almost all apprentices who complete their programme gain a permanent job role in line with their personal ambitions. Several apprentices who completed their end-point assessments have progressed onto nursing degrees.

Leaders and managers ensure that assessors and clinical tutors are highly skilled in delivering and developing the apprenticeship programme. Apprentices benefit from their assessors' and tutors' skills and knowledge. They apply their training effectively while carrying out their job roles across hospital departments.

Managers evaluate the strengths and weaknesses of the provision and accurately identify many key areas for improvement. However, they have not addressed quickly enough a few weaknesses that their training team identified. For example, improvements to English and mathematics provision are too slow. Managers observe teaching and learning, but their evaluation and feedback do not clearly identify the impact on apprentices. This means that managers do not give tutors clear enough guidance about what they need to do to improve.

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

Assessors use information about apprentices' starting points and prior learning well to plan learning programmes. They provide an induction at the start of the programme that supports apprentices effectively as they take up their new job roles. This helps apprentices to make good progress on their programme in developing the skills, knowledge and behaviours required to work productively in busy hospital wards and clinics.

Managers and assessors ensure that apprentices benefit from highly effective on- and off-the-job training. Specialist clinical tutors use a wide range of resources. These promote learning and improve apprentices' understanding of important topics and the areas in which they work. Apprentices benefit from a wide range of enrichment activities, including sessions on mental health awareness and cardiopulmonary resuscitation, to enhance their knowledge and to benefit patients and the health workforce.

The vast majority of apprentices produce work of a good standard. Apprentices talk confidently about the new knowledge, skills and behaviours that they gain as a result of the programme. In most cases, assessors provide useful feedback that helps apprentices to improve their work. However, they do not take sufficient account of the targets and priorities agreed at review meetings when marking apprentices' written work.

Assessors provide clear and timely information for apprentices and their supervisors about apprentices' progress and preparation for the end-point assessment. A high proportion of apprentices achieve high grades on completion of their programmes. However, supervisors do not consistently participate in apprentices' reviews.

Assessors support apprentices who need to complete qualifications in English and mathematics to gain the knowledge that they need to be successful at level 1. However, assessors do not routinely help apprentices who already have these qualifications to develop their skills in English and mathematics. A minority of apprentices attempt these qualifications at level 2, but the pass rate is low.

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

Leaders and managers place a high priority on the health, safety and welfare of their workforce and ensure that effective safeguarding arrangements are in place. They are meeting their obligations under the 'Prevent' duty.

Apprentices feel safe and are aware of how to report any concerns that they may have. Managers have introduced a useful 'freedom to speak up' network, which provides all staff, including apprentices, with the opportunity to raise issues confidentially.

Leaders and managers follow safe recruitment practices effectively when employing staff and apprentices. All staff, including apprentices, comply with the extensive safeguarding requirements of the trust. The trust's human resource department keeps accurate and appropriate records of training that staff have completed.

At the start of the programme, tutors ensure that apprentices understand how to keep themselves safe from the risks of radicalisation and extremism. However, managers do not share information on local risks to ensure that apprentices remain aware of the potential dangers in the local community.

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