

University Hospitals Birmingham Foundation NHS Trust

Monitoring visit report

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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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

University Hospitals Birmingham NHS Foundation Trust (UHB) is one of the largest teaching hospital trusts in England, comprising four hospitals with 20,000 employees. Having previously worked as a subcontractor to a local further education college, UHB joined the register of apprenticeship training providers in March 2017 and started direct delivery of training from March 2018. Of the 26 apprentices in learning during the inspection week, 18 are on apprenticeship frameworks in business administration; 15 are at level 2 and three at level 3. Standards-based apprentices are split as four each on customer services at level 2 and level 3 business administrator. A further six apprentices were due to start their training the following week on level 3 team leader standards. UHB subcontract with 26 external training providers to deliver training to 228 apprentices in various disciplines.

Themes

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

Significant progress

Senior managers have a clear vision to develop the workforce to provide healthcare to 2.2 million people across four hospitals. Apprenticeships enable them to provide a well-trained workforce that meets the needs of one of the largest hospital trusts in England.

Managers have successfully established a strong base by focusing the training on a small cohort of apprentices in business administration and customer services. They plan expansion into team-leading standards. They have invested well in suitable teaching staff and support systems.

Training staff and employers work closely together to follow the principles and requirements of apprenticeship programmes.

Managers know their provision well, including the strengths and areas for improvement. They have a clear plan to sustain and improve the quality of provision.

The arrangements for end-point assessment are thorough. Apprentices and employers are aware of the criteria for pass, merit and distinction and they prepare well for the assessment. Five of the six customer service apprentices have secured distinctions.

Senior managers have a good focus on the ongoing professional development of staff by providing sessions that improve their skills in training apprentices. Some examples include using smartboards, conducting quality reviews, using e-assessor, and functional skills updates. Managers hold staff to account well against their clearly defined job roles.

Tracking of apprentices' progress is detailed. All apprentices, including those with additional learning needs, make good progress. It is difficult to draw any conclusions about the relative achievement of different groups as the numbers are too small to make any meaningful comparisons.

Governance is strong. The board members scrutinise the detailed reports on the performance of apprentices and hold managers to account. They provide ample support to facilitate improvements. However, they do not challenge managers sufficiently to report formally on the quality of provision.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?

Significant progress

Apprentices rapidly develop new knowledge, skills and behaviours, which help them secure permanent posts that set them up on a career ladder. Apprentices work across the full range of NHS departments from renal to respiratory, and the mortuary. They gain a detailed understanding of how their role contributes to the overall well-being of the patients.

Apprentices understand how to maintain confidential information well. They use databases and handle information sensitively on the phone and face-to-face with patients. They behave empathetically and professionally with the patients.

Careers guidance for the apprentices is exceptionally comprehensive. It is offered at pre-enrolment, during training and at exit from the programme. Knowledgeable educators use a range of software tools to identify apprentices' strengths and aptitude, and to match them to vacancies in the hospital.

Educators plan and deliver the training in much detail after consultation with the line managers. This includes the ordering of topics and activities to match the job requirements. Apprentices gain confidence in their abilities and become valuable team members.

Apprentices develop high standards of work because of the clear direction and guidance from knowledgeable and skilful educators. Apprentices prepare, deliver and

evaluate presentations to peers and employers which rapidly develop their research, analysis and interpersonal skills.

Educators and employers monitor apprentices' progress thoroughly. Apprentices who fall behind receive timely support to catch up. Employers provide a range of relevant additional training to complement group tutorials and workshops, such as medical terminology, handling conflict, and end-of-life awareness.

Apprentices benefit by learning from highly knowledgeable, vocationally competent, well-qualified and experienced educators. The educators' relationships with apprentices, based on mutual trust and respect, are excellent.

Educators routinely evaluate and sharpen their practice to maximise the impact of their sessions on apprentices' progress and skills development.

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

The culture of safeguarding is fully ingrained throughout the hospital. Senior managers employ staff after conducting rigorous checks on their background, suitability and eligibility to work. The designated safeguarding lead is supported by a safeguarding champion, who works closely with the apprentices.

Apprentices choose a topic and conduct research to demonstrate their understanding and share it with others. Some examples of the topics include: the 'Prevent' duty; British values; staying safe online; radicalisation; sexual exploitation; honour crime; domestic violence; gangs; drugs; mental health; and suicide watch.

Apprentices, staff and managers have a high level of awareness of safeguarding issues locally and nationally. Staff use this knowledge to assess risks for all apprentices and identify those who are at risk. Support, including action to protect apprentices, is highly effective. Apprentices feel safe and know who to contact should the need arise. A 24-hour advice line is open for staff and apprentices.

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