

Inspection of Medivet

Inspection dates:

7–10 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Medivet is an employer provider. The organisation has around 300 veterinary practices throughout England, of which nearly half are training practices. At the time of the inspection, Medivet had 161 apprentices on the level 3 veterinary nursing framework, all aged over 19. Apprentices complete their training at Medivet's training centre in Watford one day per week and are full-time employees within their clinical practices. Medivet does not work with any subcontractors.

What is it like to be a learner with this provider?

Apprentices are highly committed to qualifying as registered veterinary nurses (RVNs). Apprentices appreciate the opportunity to advance their careers in veterinary care. They enjoy their time at the training centre.

Many apprentices have prior qualifications in animal care and previous experience of the industry. As a result, these apprentices find their learning insufficiently challenging. These apprentices take too long to qualify as RVNs.

In the workplace, apprentices are effectively supported by their clinical coaches. Many were apprentices and act as good role models. Apprentices benefit from opportunities to work with more advanced practitioners. These include highly qualified veterinarians and their peers. As a result, apprentices apply and extend their theoretical knowledge in practice. This quickly builds their confidence and understanding of animals and their owners.

Apprentices are safe, both at work and at the college. They have a good appreciation of the need for safe working practices in their clinics. Apprentices learn in an environment at the training college that requires improvement. Apprentices work in overcrowded classrooms. Practical areas do not replicate real working conditions.

What does the provider do well and what does it need to do better?

Leaders have a good understanding of the skills required by the industry. They ensure that the programme meets the shortage of RVNs within the UK. The content of the curriculum reflects the most up-to-date sector practice.

Staff enable apprentices to cumulatively develop knowledge and skills. For example, apprentices in the first year learn how drugs affect organs in the body. They build on this to apply knowledge of anaesthesia to theatre practice. This improves their care of animals under general anaesthetic.

Apprentices are valued clinical employees. They quickly move into roles that give them responsibility for animal care, for example in assisting veterinarians in theatre. Clinical coaches correct and improve apprentices' practice. They help apprentices to understand that different conditions may share similar symptoms. As a result, apprentices adjust the care they provide for animals to aid their recovery.

Staff effectively help apprentices understand how theory applies to routine clinical procedures. They reiterate key concepts to enable less experienced apprentices to consolidate their learning. As a result, apprentices apply their theoretical knowledge effectively at work. For example, their knowledge about the circulatory system helps apprentices accurately position cannulas. They understand the associated maintenance and management of intravenous infusions.

Leaders and staff ensure that apprentices have a good working knowledge of safety. Apprentices know the legislation that underpins health and safety, first aid, sector rules and guidelines. They recognise when animals are in distress or pain. Apprentices apply knowledge about handling and restraining animals in practice effectively.

Most apprentices have reasonable and appropriate knowledge about how to keep themselves safe from the risks of radicalisation within their working environments. However, they are less knowledgeable about online safety and how risks apply to their daily lives.

Leaders ensure that support for apprentices with learning needs are personalised and appropriate. Staff promptly identify apprentices who have a learning support need. As a result, these apprentices do not fall behind and succeed in their examinations.

Too many apprentices make slow progress towards qualifying as RVNs. Leaders do not take apprentices' existing skills and knowledge into account. They do not allow more experienced apprentices to swiftly build on their skills.

Staff do not enable apprentices to extend their skills in English and mathematics. Apprentices begin their programme with good skills in these subjects. Staff do not help apprentices to further their skills once they are on programme.

Leaders and managers have not designed a programme that develops apprentices' wider knowledge. Apprentices do not learn about healthy lifestyles or mental health and well-being. Few have access to industry experts outside of provider staff. Few apprentices benefit from external speakers or visits.

Staff do not use assessment effectively, for example to identify when apprentices are ready to sit examinations. Discussions they hold with apprentices do not recognise how apprentices improve in practice.

Staff do not provide effective careers advice and guidance for apprentices. Apprentices have limited knowledge of the wide-ranging careers available to them.

Senior leaders do not effectively challenge staff to drive forward the required improvements. Leaders have identified accurate strengths and areas for improvement for the apprenticeship programme. However, their actions have insufficient impact on improving the quality of training. For example, they do not ensure that staff improve their teaching skills. Governance arrangements lack impact. Members of the board fail to focus on the quality of education. They do not hold senior leaders to account for the slow progress of many apprentices.

Safeguarding

The arrangements for safeguarding are effective.

Staff deal promptly and effectively with safeguarding issues that arise. They record the details of the issues to a reasonable conclusion. Senior leaders follow safer recruitment practices. Staff are all trained appropriately for their role, including those responsible for safeguarding.

Apprentices know how to report concerns about safeguarding. They know who the designated staff at the organisation are. Apprentices are confident that staff take concerns seriously and sympathetically.

What does the provider need to do to improve?

- Leaders must ensure that apprentices complete their programmes within appropriate timeframes. Staff need to take account of the experience and skills apprentices have when they begin.
- Leaders must ensure that apprentices can extend their skills in English and mathematics. Staff need to help apprentices to build on their existing skills in these subjects.
- Leaders need to ensure that staff improve their teaching skills. Teachers need to plan content and activities that challenge apprentices. They need to recognise apprentices' progress in developing new knowledge and skills and build on these more quickly.
- Leaders must ensure that the programme includes ongoing careers advice and guidance for apprentices. Staff need to discuss career plans with apprentices. They need to help apprentices understand their full options once qualified.
- Senior leaders and board members need to ensure that swift improvements are made to the apprenticeship programme and apprentices' experiences at the training college.

Provider details

Unique reference number	53292
Address	Unit 4 Mowat Industrial Estate Sandown Road WD24 7UY
Contact number	01923 470004
Website	www.medivet.co.uk
Principal/CEO	Anna Neal
Provider type	Employer
Date of previous inspection	Not previously inspected
Main subcontractors	n/a

Information about this inspection

The inspection team was assisted by the head of education, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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