

# Inspection of Lincolnshire Community Health Services NHS Trust

Inspection dates:

1 to 3 June 2021

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Apprenticeships

**Good**

Overall effectiveness at previous inspection

Not previously inspected

## **Information about this provider**

Lincolnshire Community Health Services NHS Trust (the trust) is the primary community healthcare provider in Lincolnshire. The trust became an employer provider in May 2017 in order to support the development of its staff. At the time of the inspection, 25 apprentices are on standards-based apprenticeships. Twenty apprentices follow the level 3 senior healthcare support worker apprenticeship. Two apprentices are on the level 2 healthcare support worker and three on level 3 business administration apprenticeships. Eight apprentices are on frameworks in business administration, health and social care, and learning and development.

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

Apprentices are proud of their work within the national health service (NHS) and the positive contribution they make to patient care. High-quality training and support means that apprentices are highly motivated. They are excited by the career opportunities that the apprenticeship has opened up for them and progress well to more senior roles in the healthcare sector.

As they rapidly develop new knowledge, skills and behaviours, apprentices are well prepared for their next steps. Managers and assessors train apprentices well for the demands of a career in the NHS. Apprentices attend informative guest talks to understand the wider objectives and challenges the trust faces.

Managers provide careful oversight of apprentices' workloads to ensure they can cope with the demands of their studies. As a result of this care and support, apprentices can tackle the challenges their roles present and develop their resilience.

Trust staff know apprentices well and care about their learning and welfare. Apprentices feel and are safe. They value the access they have to a network of professionals who provide support and guidance.

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

Leaders and managers design the curriculum well to develop their employees and fill skills gaps in the NHS. They recruit apprentices carefully and with integrity. Managers provide a comprehensive introduction to courses, so apprentices have a thorough grasp of what they entail. Apprentices quickly gain a wealth of new knowledge, skills and behaviours. At the start of their course, healthcare support workers complete a certificate in care and business administrators follow a 'Your Workplace Essentials' course. As a result, apprentices acquire an understanding of core healthcare and business components on which to build their further learning.

Apprentices' progress has been disrupted due to the national restrictions brought about by COVID-19 (coronavirus) and their redeployment in hospitals. Managers and assessors have engaged sensitively with apprentices to support them and ensure they are back on track and able to achieve. Apprentices explain in detail what they are learning. For example, they use clinical terminology with accuracy when working with other health professionals and patients.

Assessors have expert clinical and business knowledge and extensive experience within the NHS. They use this well to plan and teach the curriculum. Courses are logically sequenced and organised. Learning materials and workbooks are of a good quality.

Since the COVID-19 restrictions, training has been provided online. Assessors present detailed information clearly. They make use of a good range of formal

assessment methods, for example witness testimonies, professional discussions, healthcare leaflets and essays. Assessors need to check key concepts more rigorously to ensure apprentices consolidate their learning. Apprentices have a thorough grasp of how they will be assessed at the end of their course. The vast majority of completers have achieved high grades.

Apprentices gain useful additional qualifications to develop their skills further. For example, apprentices were able to transfer their knowledge from a fire warden course to their job roles in care homes and hospices to make the environments safer. Other courses include food hygiene, emergency first aid and health and safety.

Assessors do not develop apprentices' English, mathematics and digital skills sufficiently. Training sessions and progress reviews do not reinforce or review apprentices' learning of these essential skills. Assessors do not pick up on errors in written English.

Staff communicate clear expectations for apprentices' behaviour and attendance, including during online training. Apprentices are highly motivated and keen to learn.

Managers introduce apprentices to the importance of British values at the start of their course. The vast majority of apprentices understand how to apply this to their daily lives and the workplace. They link these well to the trust's values and the empathetic approach to patient care.

Managers place a strong emphasis on providing effective careers advice and guidance. They provide helpful insight days so apprentices can find out about different job roles within the trust. These help apprentices consider their future careers and, where appropriate, adjust the units they follow on their course. Apprentices have frequent one to ones with assessors where they discuss their next steps and aspirations. Apprentices rightly value the inspirational careers guidance they receive from leaders in the organisation.

Leaders and managers work closely with assessors to continue to improve the quality of training. Ongoing self-assessment is well informed by apprentices' feedback and visits to online lessons. Actions to address areas for development could be more precise.

Recent training for assessors focused on the practicalities of teaching online. Leaders want to introduce a broader range of teaching and learning support packages. This is at the early stages of development and it is too early to assess the impact.

Governors challenge managers appropriately. This could be enhanced further if managers included information on the quality of teaching and feedback from apprentices.

Senior leaders take a keen interest in their apprentices, attending induction events, training sessions and award ceremonies. They are proud of apprentices' achievements and the difference they make to patient care.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a high priority. Leaders have appropriate policies and procedures in place to make sure apprentices know who to go to if they have any concerns.

Leaders ensure that staff are suitably trained and understand their responsibilities. Resources used for safeguarding training are of a very high standard. They contain extensive relevant examples of what they should consider as part of their role and how this might apply in their personal lives. Referrals are dealt with swiftly and result in appropriate actions to support apprentices.

### **What does the provider need to do to improve?**

- Leaders and managers should provide assessors with training and support to check, probe and consolidate apprentices' new learning. This will help apprentices gain a deeper understanding to apply to their work.
- Managers should ensure that English, mathematics and digital skills are better integrated into the vocational curriculum so apprentices can quickly develop their confidence and aptitude.
- Managers should provide training that has a firm focus on teaching and learning, so that assessors can provide a consistently high standard of training.

## Provider details

<b>Unique reference number</b>	1276445
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<b>Contact number</b>	01522 308996
<b>Website</b>	<a href="http://www.lincolnshirecommunityhealthservices.nhs.uk">www.lincolnshirecommunityhealthservices.nhs.uk</a>
<b>Principal/CEO</b>	Marie Fosh
<b>Provider type</b>	Employer
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Not applicable

## Information about this inspection

The inspection team was assisted by the apprentice lead, 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 apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Helen Whelan, lead inspector

Her Majesty's Inspector

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