

Inspection of Greater Manchester Mental Health NHS Foundation Trust

Inspection dates:

24 to 26 May 2022

Overall effectiveness

Good

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

Greater Manchester Mental Health NHS Foundation Trust (GMMH) is an employer provider. GMMH delivers in-patient, community and specialist mental health services to service users across the north west of England. The provider delivers education and training to apprentices at levels 2 and 3.

At the time of the inspection, 34 apprentices were on four standards-based apprenticeships with the provider. Around two-thirds of apprentices study apprenticeships in business and administration and the remaining one-third in healthcare. Two-thirds of apprentices study at level 3 and the remainder study at level 2. Almost all apprentices are aged over 19 years.

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

Apprentices are motivated and enthusiastic about their learning. They enjoy their apprenticeship which they find rewarding and empowering. Apprentices appreciate the flexible and helpful coaches. They are passionate about working in the mental health sector. Apprentices are proud to work at GMMH.

Apprentices develop substantial new knowledge, skills and behaviours. They add value to the services and wards in which they work. Healthcare apprentices use the digital skills they develop to accurately complete service user information on the online patient record system. Business administration apprentices undertake projects such as using a computer-aided management system to log fire doors across GMMH.

Apprentices appreciate the opportunities to broaden their learning beyond the apprenticeship curriculum. They participate in volunteering, the national numeracy challenge and attend courses such as understanding personality disorders and fire warden training. Apprentices gain additional responsibilities at work and promoted posts.

Apprentices feel safe and know how to report any concerns. They stay safe in work by checking response alarms and wearing the correct personal protective equipment (PPE). Apprentices know how to keep patients safe, meeting their needs with care and compassion.

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

Leaders, managers and those responsible for governance have developed an inclusive culture. Apprentices demonstrate GMMH values of integrity and respect while caring for patients. They benefit from a positive learning environment in which they are treated fairly. Coaches encourage apprentices to do their best. They provide individual support to help those who are falling behind to catch up.

Managers have a clear rationale for the ambitious and challenging curriculum they have developed. Apprenticeships form an important part of the wider workforce development strategy at GMMH to fill recruitment gaps and improve staff retention. The curriculum enables apprentices to perform their job roles effectively. They treat patients as individuals, for example by adapting their non-verbal communication and tone of voice. The apprenticeship prepares apprentices for the next step in their career. However, coaches do not always coordinate on- and off-the-job training so that apprentices can practise and grasp what they have learned. This means that they do not always make as rapid progress on their apprenticeship as they could.

Staff are suitably qualified and experienced in their roles and specialisms. They benefit from training that keeps them up to date with latest practices in the healthcare and business sectors. Coaches improve their pedagogical skills, in areas such as providing feedback to apprentices, through targeted development sessions. Apprentices improve their work because of the feedback they receive.

Programme leaders sequence the curriculum carefully. Apprentices develop their knowledge and skills logically over time. Healthcare apprentices learn about person-centred care and health and safety at the start of their programme. They move onto duty of care drawing on their workplace experiences to deepen their understanding. However, coaches do not always use apprentices' starting points to set individualised targets. A few apprentices make slower progress and do not achieve their full potential.

Programme leaders and coaches use a range of activities, such as quizzes and reflection, to engage apprentices in their learning. Apprentices remember key concepts such as equality and diversity. They support patients who are fasting during Ramadan by providing meals and medication at suitable times.

Programme leaders plan English and mathematics effectively into the curriculum. Apprentices develop their literacy and numeracy skills. They improve the patient notes they write and apply mathematics more confidently when taking part in physiological observations.

Managers place a high priority on developing apprentices' confidence, independence and resilience. Apprentices deal with challenging situations, such as racial abuse at work, professionally and competently. They develop their public speaking skills when making presentations.

Coaches use the NHS career website to help apprentices explore the range and breadth of roles in the sector. However, apprentices do not benefit from independent careers guidance that goes beyond opportunities in the health service.

Senior leaders responsible for governance ensure the provider meets its statutory responsibilities. However, they do not have sufficient oversight of the apprenticeship provision. Those responsible for governance do not receive or seek the information they need to fully understand the strengths and weaknesses of the apprenticeship provision. As a result, they do not sufficiently challenge managers to improve the effectiveness of the quality of learning further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers place a high priority on safeguarding and staff well-being. They have in place suitable arrangements for reporting safeguarding and welfare concerns. Managers follow up concerns with the designated safeguarding lead (DSL). The DSL maintains relationships with external organisations such as social services.

Apprentices attend safeguarding and 'Prevent' duty training as part of their induction. Healthcare apprentices benefit from training in physical boundaries and de-escalation techniques. They are aware of individual trigger points for patients

who have serious challenging behaviours. Apprentices are knowledgeable about the risks associated with radicalisation and extremism relating to their work roles and responsibilities.

What does the provider need to do to improve?

- Ensure that apprentices achieve their full potential by using their starting points to set individualised targets, and plan learning that coordinates on- and off-the-job training effectively.
- Provide high-quality independent careers guidance, so that apprentices understand the range of career opportunities available to them.
- Strengthen governance arrangements through which governors provide scrutiny and challenge to leaders and managers, and hold them to account for the quality of education apprentices receive.

Provider details

Unique reference number	1276256
Address	Harrop House, Prestwich Hospital Bury New Road, Prestwich Prestwich Manchester M25 3BL
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Website	https://www.gmmh.nhs.uk
Deputy CEO	Andrew Maloney
Provider type	Employer provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the learning and apprenticeship quality lead, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

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