

Inspection of Leeds Teaching Hospitals NHS Trust

Inspection dates: 18 to 20 July 2022

Overall effectiveness

Outstanding

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Outstanding
Apprenticeships	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Leeds Teaching Hospitals NHS Trust is an employer provider of apprenticeships. The trust first received funding for the delivery of apprenticeships in 2016. At the time of the inspection, there were six apprentices, all studying the level 3 dental nurse standard. A further nine apprentices had recently completed their training. There were no apprentices currently on the programme aged under the age of 19. Apprentices receive their training at the trust, and they complete placements in outreach dental centres located in Bradford, Hull and Leeds.

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

Apprentices enjoy their programmes and are highly motivated to achieve. They also support other apprentices to be successful. For example, apprentices who have been on the programme for some time act as mentors to new cohorts.

Apprentices become more autonomous and confident in their decision-making. Tutors support apprentices well to take responsibility for selecting the most appropriate area to work in when they are on placement at outreach centres. For example, apprentices select to work where there are scheduled treatments for root canal or denture work, as these are the specific skills that they need to develop and practise.

Apprentices benefit from training that extends significantly beyond the requirements of the dental nurse standard. They gain practical exposure to dental practices and procedures that are used in a variety of dental settings. For example, apprentices observe sedation practice and learn more about oral health than the standard requires. Consequently, apprentices gain the experience that they need to work at the trust, in dental practices and for community dental services once they have completed their programme.

Apprentices receive high levels of care and support from the staff at the trust. Tutors respond very well to the needs of individual apprentices and provide rapid support when apprentices experience difficulties. As a result, apprentices feel valued and well supported.

Apprentices understand very well the need for safety in dental practices. Tutors prioritise the teaching of health and safety at the start of the programme and remind apprentices of the importance of this throughout the programme. As a result, apprentices become fluent in the use of safe working practices and know how to keep themselves and their patients safe during treatments.

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

Leaders have a very clear rationale for the delivery of the dental nurse apprenticeship programme. The trust has a long history of and specific expertise in the training of dental nurses. Leaders recognise the need for high-quality training in a profession to which it is difficult recruit, and are highly committed to providing it.

Leaders and managers plan an ambitious curriculum. They provide highly effective opportunities for apprentices to deepen their knowledge and practise their skills in relation to a wide range of dental treatments, not only those carried out at the trust. For example, apprentices spend time using specialist sterilisation equipment that is only found in a few dental practices. As a result, they gain useful experience of sterilisation as well as learning about its importance as part of dental practice.

Staff collect useful information about what apprentices know and can do at the start of the programme. Apprentices complete a series of relevant assessments before they are able to join the programme. Staff use this information very well to plan a programme of purposeful and well-integrated on- and off-the-job training that meets apprentices' individual needs. Consequently, apprentices quickly develop highly relevant new knowledge, skills and behaviours.

Tutors plan the curriculum very well so that apprentices know more and remember more. For example, tutors cover the use of dental instruments many times, adding more complexity and practical application at each stage. As a result, apprentices become more confident and fluent in their use of dental instruments.

Tutors provide apprentices with very helpful feedback on their progress following accurate assessment and at reviews. During reviews, tutors discuss the development of knowledge, skills and behaviours and encourage apprentices to reflect on their own performance in the workplace and with their written work. Apprentices are well aware of their strengths and what they need to do to improve their work. This enables them to improve the quality of their work during their programme.

Leaders recruit tutors who are well qualified and who have extensive experience of dental nursing. Tutors make strong use of this expertise to teach apprentices about current dental practices that are aligned well to the NHS and General Dental Council standards and expectations. As a result, apprentices can provide effective and efficient chair-side support for all areas of dentistry, including extractions, root canal treatments and reconstructive procedures.

Leaders make their expectations for professional behaviour very clear to all staff, including apprentices. They implement a framework that aligns workplace conduct to the trust's values. Apprentices understand well and comply with the strict dress code, the need to put the patient first and the expectation for high attendance.

Tutors provide apprentices with very helpful and relevant careers information, advice and guidance. They present apprentices with useful information about career pathways at the start of their programme and support individual apprentices effectively with discussions about the opportunities available to them. Apprentices know that they can pursue careers in areas such as oral hygiene, restorative dental practice and paediatric dental nursing.

Leaders and tutors encourage apprentices to think carefully about the impact of their actions on the environment. They support apprentices to be compliant with the trust's vision for sustainability and to reflect on how the practices can then be applied to their home life. Apprentices are conscientious in their use of plastic pots, gloves and aprons in the workplace.

Apprentices have the opportunity to take part in community projects in the same way as any other member of staff. Before the period of significant restrictions on dental practice that resulted from the COVID-19 pandemic, apprentices supported food banks and neighbourhood initiatives to promote the benefits of oral health.

Leaders have plans to reintroduce community-based activities now that the long-lasting restrictions have been lifted, but it is too soon for these plans to be realised.

Staff provide apprentices with useful information on how to keep themselves safe. Tutors cover topics such as safe travel and the risks associated with radicalisation during induction and at key points throughout the year. They use assessment activities well to ascertain how much apprentices can remember, and revisit topics during reviews where necessary. Apprentices know how to plan their travel to outreach centres safely and about the importance of not engaging in discussion about political or contentious topics with patients.

Leaders have a firm understanding of the strengths of the apprenticeship programme and the challenges that they might face in the future. For example, they evaluate accurately that the support that staff provide to apprentices is strong, and they fully recognise the challenges associated with recruiting dental nurses.

Those responsible for governance implement highly effective reporting and committee structures to provide them with meaningful oversight of the apprenticeship programmes. They hold leaders to account effectively to ensure that the programmes that they offer meet the requirements of apprenticeship provision and are of high quality. Leaders and those responsible for governance consider carefully the risks associated with the delivery of apprenticeship programmes for which they are directly funded, and take appropriate actions to mitigate them.

Leaders and managers have a strong focus on ensuring that apprentices receive a high quality of education. They carry out suitable checks on the quality of teaching and provide staff with highly relevant training and industrial updating to further improve their knowledge and skills. Tutors benefit from training on the use of breakout rooms and chat functions when teaching online as well as learning about new dental instruments and radiography techniques.

Safeguarding

The arrangements for safeguarding are effective.

Leaders implement clear and comprehensive policies for the safeguarding of apprentices. They take appropriate steps to comply with the requirements of the 'Prevent' duty and carry out checks to ensure the ongoing suitability of teaching staff to work with apprentices.

Leaders ensure that the staff who work with apprentices receive suitable safeguarding training. Staff who come into contact with apprentices receive additional training that is over and above the baseline trust requirements. For example, tutors learn how to support apprentices to stay safe online and about safeguarding considerations that are specific to working in NHS trusts.

Provider details

Unique reference number	52988
Address	Leeds Dental Institute Clarendon Way Leeds LS2 9LU
Contact number	0113 343 7232
Website	www.leadsth.nhs.uk
Principal/CEO	Julian Hartley
Provider type	Employer
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of school, 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 visiting 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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