

# North Bristol NHS Trust

Monitoring visit report

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<b>Unique reference number:</b>	2691312
<b>Name of lead inspector:</b>	Sara Hunter, Ofsted Inspector
<b>Inspection dates:</b>	12 and 13 October 2022
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	Southmead Hospital Southmead Road Westbury-on-Trym Bristol BS10 5NB

## 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 the Education and Skills Funding Agency 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.

North Bristol NHS Trust is an employer training provider based in Southmead Hospital, Bristol. It began training apprentices in the health and social care sector in 2011 as a sub-contractor. It began training apprentices as a directly funded provider in September 2021.

At the time of the monitoring visit, nine apprentices were studying customer service practitioner at level 2; 23 apprentices were studying business administration at level 3; and 33 apprentices were studying team leader/supervisor at level 3.

### Themes

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

#### Significant progress

Senior Trust leaders are highly committed to delivering apprenticeships to improve the skills, knowledge and behaviours of staff. Apprentices enjoy working in Southmead Hospital and are valued members of staff.

Leaders and managers have established highly collaborative relationships with apprentices' supervisors within the hospital. They work effectively together to plan and implement a curriculum that meets the needs of apprentices working in complex and challenging environments. Despite the pressures of the COVID-19 pandemic, supervisors ensure that apprentices receive their entitlement to time off work to attend teaching sessions and personal study days. As a result, apprentices quickly become more proficient in their roles and improve the efficiency and effectiveness of the trust.

Managers monitor the progress that apprentices make in learning new knowledge and skills very effectively. They work closely with supervisors to plan support for apprentices who fall behind in their studies or who are returning from a break in

their learning. Consequently, most apprentices are on track to complete their programme within the agreed timeframes.

Leaders and managers have established highly effective systems to collect feedback from apprentices and supervisors on all aspects of the learning programmes. Managers use this feedback constructively to improve the quality of the apprentices' experience. For example, some apprentices reported that they have found the mathematics sessions too long; managers liaised with supervisors to adapt apprentices' rotas to enable shorter, more frequent mathematics sessions.

Leaders ensure that tutors and assessors hold teaching qualifications and have a good understanding of effective pedagogical and coaching principles. Tutors and assessors have extensive vocational experience of clinical settings. They use this well to adapt their delivery and continue to support apprentices to receive their apprenticeship entitlement during times of high work pressure.

Leaders ensure that skilled managers regularly check the quality and effectiveness of tutors' and assessors' practice. Staff use observations competently to confirm that apprentices learn and know more as a result of their teaching or training session. Consequently, the quality of teaching and learning for apprentices continuously improves.

Leaders provide staff with high-quality resources to support all aspects of apprentices' professional and personal development. These help apprentices to improve their knowledge of key theoretical principles and topical issues within healthcare.

Leaders and managers have a good understanding of the strengths of the apprenticeships and the areas that need further improvement. They are highly motivated and strive to achieve the very best outcomes for their apprentices.

The governance arrangements are comprehensive and robust. The trust's executive board members receive regular reports on the apprenticeship programme and challenge managers appropriately.

### **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**

At the start of their programme, apprentices undertake a rigorous assessment of their English, mathematical and wider personal and professional skills. Assessors use the results, together with the apprentices' personal development plans, to measure effectively how apprentices improve their knowledge, skills and behaviours over time.

Apprentices receive a thorough induction, together with detailed advice and guidance about the apprenticeship, the final assessment and career opportunities within the trust. Consequently, apprentices know what to expect and are ambitious to achieve a high grade in their final assessment and make good progress in their careers.

Assessors are skilful in adapting the curriculum to meet apprentices' individual needs. For example, apprentices studying business administration do not routinely deal with budgets. However, their supervisors arrange for them to attend budget meetings, and guest speakers, such as senior finance managers, are invited to lead workshops on financial theory.

Apprentices rapidly develop their self-confidence. They feel well supported by their assessors and colleagues and this gives them courage to cope with new situations. For example, apprentices studying customer service at level 2 confidently manage the weekly induction process for new trust staff, including senior clinical staff. They also improve their planning, time management and digital skills.

Managers carefully recruit apprentices for the level 3 team leading supervisor apprenticeship from a wide range of disciplines across the trust. This includes senior clinicians with little or no management experience. As they improve their management skills, many apprentices gain promotion. Senior trust leaders recognise the value of this apprenticeship in improving the efficiency and effectiveness of the trust and they prioritise its delivery during times of 'emergency measures', when wider staff training is temporarily suspended.

Apprentices' attendance at monthly off-the-job training workshops is high. Apprentices enjoy opportunities to explore how their learning can improve patient care. Apprentices with additional learning needs are supported well to access the curriculum. For example, in workshops, arrangements are made for apprentices with hearing loss to be able to lip-read.

Functional skills tutors hold teaching and additional specialist qualifications, for example, in dyslexia. Tutors plan the sessions well to ensure that apprentices receive appropriate individual support. Apprentices enjoy the highly interactive sessions, and develop their mathematical skills and improve their English. As a result, they are more effective at work.

Most apprentices produce written work of a good standard. They receive thorough and highly developmental feedback on their work. Consequently, apprentices improve their knowledge and understanding of topics over time.

Apprentices discuss their future careers and aspirations with assessors at the end of their programme. However, apprentices do not receive sufficiently formalised impartial career advice and guidance throughout their apprenticeship.

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

Leaders have established comprehensive safeguarding arrangements. These include the use of a wide range of resources and professional assistance to support apprentices' physical and mental well-being, for example an employee assistance programme and access to mental health specialists. Consequently, apprentices are confident that managers will support them to find swift solutions to their concerns.

Managers ensure that staff receive regular and frequent safeguarding training to maintain their knowledge. This includes annual updates on 'Keeping Children Safe in Education' and training from a national mental health charity. This training has proved particularly relevant for apprentices during the pandemic.

Apprentices understand and respect equality and diversity. They treat colleagues and patients with different cultural and religious beliefs with high levels of respect.

Apprentices receive regular training on the risks associated with radicalisation and extremism and fundamental British values. Although most apprentices articulate the general indications that someone may be being radicalised, too few have sufficient understanding of the potential risks within the local area or hospital.

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