

Inspection of Hampshire Hospitals NHS Foundation Trust

Inspection dates: 11 to 13 October 2022

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

Hampshire Hospitals NHS Foundation Trust (the Trust) started to deliver directly funded apprenticeships in October 2018.

The Trust provides standards-based apprenticeship programmes at level 2, 3 and 5. At the time of the inspection, there were 121 apprentices, all aged over 19, on programme. At level 5, there were 10 apprentices on the operations or departmental manager programme. At level 3, there were 89 apprentices on the senior healthcare support worker programme, nine on the business administrator programme, six on the team leader or supervisor programme and three on the education technician (simulation-based technician) programme. At level 2, there were four apprentices on the healthcare support worker programme. Most apprentices are employed in the Trust's hospitals in Winchester, Basingstoke and Andover, with a small number in local medical practices.

The Trust has one subcontractor, Eastleigh College, which provides training for apprentices in English and mathematics.

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

Apprentices rightly enjoy the online learning sessions that are closely linked to their job role and the subsequent discussions they have with their assessors. They are positive and motivated in their approach to their apprenticeship. Apprentices are punctual, and their attendance at learning activities is high. They are polite, respectful and courteous to each other, to colleagues and members of the public.

Apprentices recognise and value the skills, knowledge and behaviours they acquire through their apprenticeships. For example, operational or departmental management apprentices develop leadership skills that enable them to successfully deal with conflict when it occurs in their teams. Apprentices grow in confidence and resilience, which equip them well for the busy environments in which they often work. They recognise their growing ability to deal successfully and effectively with potentially challenging situations. As a result, apprentices become trusted and valued members of their teams and take on new and additional responsibilities. For example, business administrator apprentices lead a project in the workplace to simplify and better manage queries to the pharmacy about homecare prescriptions. They produce helpful documents that clinicians use when dealing with prescription queries.

Apprentices benefit from their assessors' expert knowledge and skills. They are appreciative of the wide range of high-quality resources and effective support that they access through the Trust. For instance, apprentices who are new to leadership roles can access the 'Ready to lead' programme. These resources successfully contribute to apprentices being ready to meet the challenges they may encounter in their job roles and wider life.

Apprentices adopt the core care values of the National Health Service and wider British values quickly, as modelled by the Trust's staff. In the workplace, apprentices uphold key values, such as patients' right to choice, dignity and respect. As a result of their apprenticeship, apprentices develop into confident, respectful and helpful citizens.

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

Leaders have a good understanding of the skills needs of the Trust and the wider healthcare sector. They have developed a clear strategy to provide high-quality apprenticeship programmes in healthcare, administration, education technician and management. For example, leaders recognised the growing importance of the use of technology and simulation when educating healthcare workers. Leaders successfully developed a new apprenticeship standard in education technician (simulation-based technician) to ensure that staff working in this area have the appropriate skills and knowledge they need to be successful in the workplace.

Leaders correctly recognise that apprenticeships enable new and existing staff to develop the skills, knowledge and behaviours valued by the Trust in its staff. For

example, senior healthcare support worker apprentices are successfully fulfilling roles that the Trust has historically found hard to fill. Since the introduction of the apprenticeship programme, Trust leaders have seen an improvement in staff retention and skills.

Leaders have taken effective action to make the curriculum accessible to potential learners who face barriers to engaging with learning or entering the world of work. Leaders have worked successfully with partner organisations to provide supported internship and supported apprenticeship programmes. These enable apprentices with learning difficulties and disabilities to gain new knowledge, skills and behaviours that lead to successful careers. Leaders have also worked successfully with the Prince's Trust to provide people who face social disadvantages with a structured route into an apprenticeship or other training.

Leaders and assessors ensure that apprentices learn fundamental skills, most valued by employers, early in their programme. For example, apprentices on the senior healthcare support worker programme learn how to take patients' vital signs and, consequently, quickly become useful and valued members of their teams. Assessors work closely and effectively with employers to enable apprentices to access a wide range of relevant additional tasks. Apprentices use these tasks to develop their competency across a broad range of new skills, knowledge and behaviours.

Leaders and assessors organise apprentices' learning carefully. This enables apprentices to initially develop their confidence by learning more simple concepts and then build on these to complete increasingly demanding tasks. For example, operational or departmental manager apprentices initially learn about self-management and organisation. They then move on to learn how to manage colleagues within their team successfully. Apprentices develop the skills, knowledge and behaviours essential to their job roles quickly. For example, senior healthcare support worker apprentices learn how to insert cannulas into patients and the use of colour-coded equipment to reduce the risk of infection and cross-contamination on the wards.

Highly qualified and skilled training staff use their very relevant prior experiences to help apprentices quickly acquire the knowledge and skills they need. Early in the programme, assessors successfully help apprentices to understand how to apply their learning to their job roles. This enables apprentices to quickly understand the theory that underpins their workplace duties. For example, business administrator apprentices reflect on the importance of coaching when helping colleagues. They rightly recognise the value they bring when using this approach to support other staff to acquire new skills.

Assessors give apprentices helpful and insightful feedback so that they become more confident and know how to improve their work successfully. Assessors ensure that employers are very well informed about apprentices' progress so that they can support their learning.

Leaders and staff provide apprentices with high-quality resources and activities to support their mental and physical well-being. Assessors frequently direct apprentices to these resources through apprentices' personal development plans. These plans help apprentices understand the importance and benefits of maintaining their physical and emotional well-being in their career and life. Leaders do not currently monitor apprentices' use of these resources or how helpful they find them. Consequently, leaders are unaware of how effectively these resources meet apprentices' needs.

Assessors provide apprentices with helpful and supportive careers advice throughout their apprenticeship. For example, before they start their apprenticeship, staff provide apprentices with information that helps them understand their roles and the training that they will undertake. As a result, they have a good understanding of the potential career routes available to them in the healthcare sector.

Leaders and those responsible for governance have a clear oversight of the strengths and areas for development of provision. The recently created apprenticeship board receives appropriate information to enable board members to ask relevant and challenging questions of leaders. For example, they explored with leaders the reasons why apprentices left their job role before completing their apprenticeship.

Leaders use appropriate quality improvement processes to improve the quality of training. They correctly identified that too many apprentices were leaving the senior healthcare support worker programme before successfully completing it or taking too long to complete it. They have put in place a number of sensible and effective actions that are leading to more apprentices staying and passing their programme. For example, leaders improved induction processes to strengthen the information available to assessors so that apprentices quickly receive the support they need.

Leaders have put in place effective arrangements for apprentices to study functional skills qualifications in English and mathematics at Eastleigh College. Leaders have taken appropriate action to ensure the training provided by teachers at Eastleigh is high quality. As a result, apprentices who need to study functional skills develop their skills and knowledge in English and mathematics and pass their qualifications well. Assessors successfully role model the use of appropriate technical and professional language. Consequently, apprentices quickly adopt the same language. As a result, apprentices make valid and valuable contributions to team meetings and on ward rounds.

Safeguarding

The arrangements for safeguarding are effective.

Senior safeguarding staff are knowledgeable, well qualified and take part in appropriate activities to maintain their knowledge and skills in safeguarding. They work closely with assessors to identify where apprentices may need support. When an issue is identified, assessors and safeguarding staff take prompt and effective

action to ensure apprentices' well-being. Safeguarding staff liaise effectively with external agencies and know how to refer concerns to them where appropriate.

Apprentices understand how to keep themselves safe, including while learning at work and online. If they have a concern, they are aware of the process to follow. They are comfortable approaching staff about concerns and are confident they will receive appropriate support.

Apprentices are aware of the general risks associated with radicalisation and extremism and the potential signs that a person may be vulnerable. Apprentices know how to report concerns and who to raise concerns with. Leaders and staff do not sufficiently teach apprentices about local risks, which limits apprentices' ability to take suitable steps to protect themselves from these risks.

What does the provider need to do to improve?

- Ensure that leaders prioritise actions that support apprentices to complete their apprenticeships within the planned timescale.
- Ensure that leaders track and evaluate the effectiveness of the resources that apprentices use to develop further their wider personal skills.
- Ensure that apprentices understand the risks associated with radicalisation and extremism in the areas in which they live and work.

Provider details

Unique reference number	2539243
Address	Romsey Road Winchester SO22 5DG
Contact number	01962 825465
Website	www.hampshirehospitals.nhs.uk
Principal, CEO or equivalent	Jude Davison
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Eastleigh College

Information about this inspection

The inspection team was assisted by the associate director of apprenticeships, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous new provider monitoring 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

Roland White, lead inspector	His Majesty's Inspector
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