

Inspection of Guy's and St Thomas' NHS Foundation Trust

Inspection dates: 19 to 21 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Guy's and St Thomas' NHS Foundation Trust (GSTT) offers a range of general and specialist clinical care. It is part of King's Health Partners, which is one of eight academic health science centres in the UK.

Since 2017, GSTT has been teaching apprenticeships to its employees through its training academy. At the time of the inspection, there were 10 apprentices studying the level 3 dental nurse (integrated) standard.

The training academy is located at Guy's Hospital in the London Borough of Southwark. Apprentices are based at both Guy's Hospital and St Thomas' Hospital in Lambeth, London.

GSTT does not work with any subcontractors.

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

Apprentices display very calm and professional behaviours when they work in their clinical settings. For example, they quickly anticipate the equipment clinicians need and prepare the equipment in good time for dental procedures such as crown fittings.

Apprentices learn and uphold GSTT's values. These include involving and listening to patients when they make decisions about them. For example, apprentices know the importance of fully informing patients about their treatment options and respecting the decisions patients make about their dental treatment. As a result, apprentices develop important workplace behaviours, such as empathy.

Apprentices have very positive attitudes toward their studies. They make the most of the opportunities that tutors give them to work in different clinical teams. Through departmental rotation, apprentices learn about orthodontics, dental implants, patient sedation and how to treat gum disease. As a result, apprentices are interested in their studies and keen to learn and do more.

Apprentices study in an environment where staff promote equality, diversity and inclusion. Apprentices learn how to work with people from a wide range of different backgrounds. This helps them to develop the skills they need to work in a highly diverse workforce.

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

Tutors sequence the curriculum logically. For example, apprentices first study the principles of how to work safely and learn how to be a 'safe beginner'. They then learn how to set up a dentist chair, use simple dentistry instruments and accurately keep electronic patient records. This gives them the foundation knowledge of safe working practices before they apply their practical skills in their clinical setting.

Tutors plan on- and off-the-job training effectively. For example, they teach apprentices how to mix the right materials for oral procedures using correct ratios. Apprentices then practise making impressions for denture fittings. Tutors arrange for apprentices to visit different clinical areas, such as oral surgery, where they learn about extractions. Apprentices then give patients post-treatment care. As a result, apprentices learn relevant workplace skills.

Tutors are highly qualified and have substantial industry experience. They regularly undertake training to update their knowledge and skills. For example, they complete training on specific procedures, such as radiography, phlebotomy and cannulation, to maintain their professional registration. They use their knowledge effectively to teach apprentices well and adapt the curriculum so that it is current and relevant.

Tutors prepare apprentices well for their end-point assessment. They explain clearly to apprentices the elements of the final assessment, sequence practice activities throughout the programme, use exemplar portfolios and provide well-planned revision sessions. Apprentices receive the guidance they need, and most complete their programme with good grades.

Tutors do not ensure that apprentices have a clear understanding of the progress they make in all aspects of their apprenticeship. While tutors grade individual written assignments, they do not discuss routinely with apprentices their performance against the wider knowledge, skills and behaviours of the apprenticeship standard. As a result, apprentices do not always know how they are performing at different stages of the programme.

Leaders and managers do not provide tutors with enough training that helps them to teach apprentices with additional learning needs. While tutors adapt their strategies by, for example, using visuals to help convey the meaning of technical language, they do not receive any dedicated support to teach apprentices with specific needs such as dyslexia or dyspraxia.

Staff place a high value on supporting apprentices' well-being. For example, they organise regular well-being tutorials, and they ensure that apprentices know how to maintain a good work-life balance and know how to stay physically and mentally healthy. As a result, apprentices feel valued.

Managers make sure that apprentices receive effective careers information, advice and guidance. For example, they organise careers fairs twice a year, during which expert guest speakers discuss their career progression in different areas of dentistry. Tutors provide apprentices with personalised careers guidance throughout their programme. As a result, apprentices are well prepared for their next steps in employment, education and training.

Leaders have put in place suitable governance arrangements. Those with governance roles are experienced and understand the academy's strengths and areas for improvement well. They challenge leaders and hold them to account for their decisions. As a result, governors have a good oversight of the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead is suitably qualified and experienced to carry out their role, and staff have appropriate training.

Those who are responsible for recruitment carry out rigorous pre-employment checks to ensure that they recruit staff who are safe to work with apprentices.

Apprentices have an understanding of how to stay vigilant to the potential risks associated with radicalisation and extremism.

Apprentices are clear about who they should report any concerns to.

What does the provider need to do to improve?

- Managers and tutors must make sure that apprentices understand the overall progress they make through their programme.
- Leaders and managers should make sure that they provide tutors with training to support them to teach apprentices with additional learning needs.

Provider details

Unique reference number	1276385
Address	Education Centre 75 York Road London SE1 7NY
Contact number	07720435020
Website	www.guysandstthomas.nhs.uk
Principal, CEO or equivalent	Julie Screamon (Chief People Officer)
Provider type	Employer provider
Date of previous inspection	12 to 14 October 2021
Main subcontractors	NA

Information about this inspection

The inspection team was assisted by the education, training and development manager, 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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Christina Christou

Ofsted Inspector

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