

# Barking, Havering and Redbridge University Hospitals NHS Trust

Monitoring visit report

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**Unique reference number:** 2741627

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**Type of provider:** Employer

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## Monitoring visit: main findings

### Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded 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.

Barking, Havering and Redbridge University Hospitals NHS Trust (BHRUT) includes two hospitals, Queen's Hospital and King George Hospital. The trust employs approximately 8,000 people. BHRUT became an employer provider of apprenticeship training in February 2022. The first apprentices began their training in October 2022. The BHRUT apprenticeship and career hub department is responsible for the provision of apprenticeship training across the trust.

At the time of the monitoring visit, there were 129 apprentices in total. There were 31 apprentices on the business administrator standard at level 3, 30 apprentices on the team leader standard at level 3, 19 apprentices on the operations/departmental manager standard at level 5, 16 apprentices on the customer service practitioner standard and 14 apprentices on the healthcare support worker standard at level 2. A small number of apprentices were studying coaching, healthcare and project management apprenticeships at levels 3 to 5. There were around 40 apprentices completing qualifications in English and/or mathematics.

### Themes

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

**Reasonable progress**

Leaders and those responsible for governance have a clear rationale for the apprenticeship curriculum. They have chosen apprenticeship standards that support their aim of meeting NHS skills gaps and developing the expertise of BHRUT's workforce. For example, leaders recognise the need for leadership and management training across the trust and offer a range of suitable programmes.

Trust leaders have recruited apprenticeship leaders and managers who have appropriate expertise. Leaders and managers have a thorough understanding of the strengths and weaknesses of the provision. However, they underestimated some of the challenges of implementing apprenticeship training consistently well across the

trust. For example, at the start of their apprenticeship provision, leaders and managers did not communicate well enough with apprentices' line managers about how they could support apprentices with their training. As a result, in a few cases, line managers do not allow apprentices sufficient time to complete their training within their working hours. Leaders and managers have taken well-considered actions to tackle weaknesses, but it is too early to assess the impact of these.

Leaders and managers have appointed education coaches with suitable expertise to teach apprentices. Leaders and managers identify correctly where there are gaps in teaching proficiency. They use this information to provide relevant training for coaches to improve the teaching skills they use in group and one-to-one sessions. As a result, the majority of apprentices benefit from the teaching they receive in their off-the-job training sessions.

Leaders and managers recruit apprentices effectively. Most apprentices study the correct programme and level, given their work roles. However, a small minority of apprentices are not in the right job roles to consolidate and develop the knowledge, skills and behaviours that they need in order to achieve their apprenticeship. As a result, these apprentices are not able to put into practice at work what they learn in their training.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?**

**Reasonable progress**

Leaders and managers sequence the curriculum well. For example, the level 2 healthcare assistant curriculum starts with two weeks of training in patient care. The training prepares these entry-level apprentices well to settle in quickly to their next phase of training, which is working with patients on hospital wards. As a result, apprentices develop their knowledge and skills well over time.

Coaches teach apprentices relevant new knowledge, skills and behaviours that make them better at their jobs. Most apprentices have suitable opportunities to apply their learning at work. For example, level 3 team leader apprentices learn about different leadership styles and how to apply different approaches at work depending on the situation. This means that apprentices become better managers and contribute more at work.

Leaders and managers have effective measures in place to monitor how well apprentices keep up with their work. Managers and coaches meet frequently to identify apprentices who are at risk of falling behind with assignments and take suitable action to help them catch up. As a result, very few apprentices withdraw from their apprenticeship.

Coaches teach most apprentices the skills and knowledge that they need to succeed in their final assessments. For example, coaches regularly discuss previous training sessions with level 2 healthcare apprentices to test their recall and understanding. This mirrors the professional discussion that apprentices will have in their end-point assessments (EPA). However, coaches do not explain the expectations of the EPA well enough to all apprentices. As a result, a small minority of apprentices are not aware of what to expect in their final assessments.

Leaders and managers do not promote the need for apprentices to develop their functional skills in English and mathematics early enough in the course. Leaders and managers are aware of this area for improvement. They have implemented suitable measures to improve the provision of English and mathematics. For example, they have adapted the curriculum to introduce mathematics and English teaching earlier in the programme.

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

Leaders and managers work well with the trust and external agencies to develop a strong safeguarding culture and suitable safeguarding protocols. Leaders set up effective safeguarding processes from the start of the apprenticeship provision. These processes include appropriate measures to keep apprentices safe from the threats of radicalisation and extremist ideas.

Leaders and managers care about their apprentices and provide a safe learning environment. For example, safeguarding staff can arrange accommodation and a safe space to work for apprentices at risk of harm. Apprentices feel safe, and this allows them to focus more effectively on their training.

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