

REINSPECTION REPORT

Gateshead Health NHS Trust Reinspection

13 August 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

| SEVEN-POINT SCALE | FIVE-POINT SCALE |
|-------------------|------------------|
| grade 1 | grade 1 |
| grade 2 | |
| grade 3 | grade 2 |
| grade 4 | grade 3 |
| grade 5 | grade 4 |
| grade 6 | grade 5 |
| grade 7 | |

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learndirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

REINSPECTION REPORT

Gateshead Health NHS Trust Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Gateshead Health NHS Trust (the Trust) was established on 1 April 1998, the result of a merger between Gateshead Healthcare and Gateshead Hospitals NHS Trusts, to provide locally based community, mental health and acute hospital services for the 200,000 people who live in Gateshead, as well as some specialist services for people who live in neighbouring areas. The Trust also provides tertiary services for people who live outside the area. The Trust underwent another reorganisation in April 2002 which saw the development of Gateshead Primary Care Trust which has responsibility for commissioning services on behalf of the people of Gateshead.

2. The Trust is the second largest employer in Gateshead and offers work-based learning for foundation and advanced modern apprenticeships in business administration, and advanced modern apprenticeships in health. It continues to develop its national vocational qualification (NVQ) and individual learning accounts programme. The Trust contracts with the Tyne and Wear Learning and Skills Council and works in partnership with Gateshead College and the University of Northumbria through the modern apprentice scheme; this guarantees successful advanced modern apprentices a place on the second year of the university's nursing diploma.

SCOPE OF PROVISION

Business administration, management & professional

3. The Trust has nine learners on business administration programmes. Two are advanced modern apprentices working towards a level 3 NVQ in administration and seven are foundation modern apprentices working towards the qualification at level 2. All modern apprentices are initially assessed for their literacy and numeracy skills and attend a five-day induction, during which the requirements of the modern apprenticeship framework are explained. A local college is subcontracted to deliver training and is responsible for all learner assessments. Learners attend the college one day each week for background knowledge training and preparation, support for the technical certificate, and portfolio-building and assessment. Learners' progress is reviewed every eight weeks.

Health, social care & public services

4. Twenty nurse cadets are advanced modern apprentices working towards care NVQs at level 2 and level 3, the technical certificate at level 3, key skills qualifications, and the delivery of human biology by in-house specialist nurses. All learners are employed by the Trust and work in clinical placements at the Queen Elizabeth Hospital. Training for the technical certificate and key skills is provided by a local college one day each week. Background knowledge for the NVQ is provided by the Trust's staff.

ABOUT THE REINSPECTION

| | |
|--|----|
| Number of inspectors | 4 |
| Number of inspection days | 4 |
| Number of learner interviews | 25 |
| Number of staff interviews | 21 |
| Number of employer interviews | 8 |
| Number of subcontractor interviews | 1 |
| Number of locations/sites/learning centres visited | 8 |
| Number of partner/external agency interviews | 2 |

OVERALL JUDGEMENT

5. At the previous inspection, leadership and management, and quality assurance of the provision were unsatisfactory. Equality of opportunity was satisfactory. The health, social care and public services provision was unsatisfactory. The business administration, management and professional provision was not inspected.

6. At the end of the reinspection process, leadership and management, and equality of opportunity are good. Quality assurance is satisfactory. The health, social care and public services provision is good, as is the provision for business administration, management and professional.

GRADES

Grades awarded at previous inspection

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

| | |
|----------------------------------|----------|
| Leadership and management | 4 |
| Contributory grades: | |
| Equality of opportunity | 3 |
| Quality assurance | 4 |

| | |
|--|----------|
| Health, social care & public services | 4 |
| Contributory grades: | |
| Work-based learning for young people | 4 |

Grades awarded at reinspection

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

| | |
|----------------------------------|----------|
| Leadership and management | 2 |
| Contributory grades: | |
| Equality of opportunity | 2 |
| Quality assurance | 3 |

| Business administration, management & professional | 2 |
|--|---|
| Contributory grades: | |
| Work-based learning for young people | 2 |

| Health, social care & public services | 2 |
|---------------------------------------|---|
| Contributory grades: | |
| Work-based learning for young people | 2 |

KEY FINDINGS

Achievement and standards

7. **The NVQ achievement rate for business administration learners is good.** Of the nine learners, two advanced modern apprentices and four foundation modern apprentices have completed the NVQ element of the modern apprenticeship framework. The remaining three learners are making satisfactory progress. Retention rates are satisfactory.

8. **Many learners progress to full-time employment within the Trust.** Seven of the nine learners have been appointed to full-time, permanent positions and one learner is temporarily filling a full-time position.

9. **In health, social care and public services, the retention and achievement rates for the cadet nurse programmes are very good.** Ninety-two per cent of learners who started the programme in 2001-02 completed the full modern apprenticeship framework. The following year, the retention rate was 92 per cent and the achievement rate is currently 83 per cent. One learner is still in training. Eighty-two per cent of the learners who started in 2003-04 are still in training and making satisfactory progress.

10. **Progression rates into higher education are very good.** The Trust has good links with a local university and the additional training given to the learners during the programme guarantees entry to the second year of the nursing diploma programme. All learners who have completed the modern apprenticeship framework have progressed to the university programme.

Quality of education and training

11. **Business administration learners make good use of action-planning.** The subcontracted college staff use negotiated plans during attendance at off-the-job training. Targets are agreed which are measurable and focus on the achievement of discrete NVQ units and elements.

12. **Trainers and employers support learners' progress and personal development.** The

off-the-job training at the subcontractor is flexible and allows a range of attendance times.

13. College staff provide good support for individual learners. They have appropriate experience and qualifications in the area of administration.

14. **Work placements in health, social care and public services programme are very effective in providing a good learning environment.** Learners work in a variety of different clinical areas and gain a broad range of experiences.

15. Learners develop a wide range of practical skills and knowledge at an early stage in their programmes and carry out additional activities, such as visits with specialist nurses and to specialist clinics.

16. Learners receive close supervision and support from qualified mentors in the workplace, and support and guidance from other colleagues.

17. Teaching and training on the cadet nurse programme is satisfactory. The local college provides a learning plan for the delivery of key skills training and the technical certificate. The education department uses specialist nurses effectively to deliver background knowledge training for the NVQ.

18. Staff are suitably qualified and experienced. They either have teaching qualifications or are working for them.

19. A wide range of very good-quality placements is available to business administration learners. These include the chief executives department; the nursing directorate; finance department; personnel; and research and development. Learners perform responsible roles as receptionists, medical secretaries and accounts assistants.

20. Resources to support both of the modern apprenticeship programmes are satisfactory. Learners each receive a copy of an appropriate NVQ textbook. Library and information technology (IT) facilities within the Trust are adequate to meet learners' needs.

21. Initial assessments for all learners are satisfactory. During their induction process they complete an assessment of literacy and numeracy skills. Individual action plans record the results of these tests.

22. Internal verification in business administration is satisfactory. An appropriate sampling strategy and the verification practice meet the requirements of the joint awarding bodies. Internal verifiers hold appropriate qualifications.

23. **Insufficient use is made of workplace observations to assess learners' performance in business administration. Assessors do not visit workplaces often enough.** Most learners currently in training have been visited only once by assessors.

24. Assessment of the cadet nursing programme has improved and is now satisfactory.

Qualified, peripatetic assessors are used to provide consistent and continuous support for learners.

25. Thorough assessment planning is carried out with the learners, but some records are too brief; for example, they do not clearly identify the practical activities to be carried out. However, learners are aware of the activities they need to complete and often record these independently.

26. **Business administration workplace supervisors have poor knowledge of the training and assessment delivered by the subcontractor.** Supervisors do not understand the workplace evidence needs of the modern apprenticeship framework, including those for key skills.

27. In health, social care and public services programmes, learners receive progress reviews every eight weeks. These are to a satisfactory standard. Work-placement supervisors are not usually involved. However, programme staff do involve supervisors in regular work-placement reviews which are effective in identifying learners' progress.

28. A suitable range of programmes meets the needs of the learners. External links provide opportunities for learners without formal qualifications to access nurse training. Learners have access to a wide range of courses provided by the Trust and the local college.

29. **Initial assessments are not used sufficiently to plan learning programmes.** Learners receive a thorough initial assessment that includes the identification of learning styles, but these are not used to develop the learning plans.

30. Support in literacy, numeracy and language skills, for all learners, is available through an external partner. At present, there are no learners with identified support needs.

Leadership and management

31. **Management of the cadet programme has improved;** it now has clear objectives focused on improvements. The team responds positively and is well motivated in analysing current practice and implementing changes.

32. Since the previous inspection, the Trust has taken very effective action to improve training. The chief executive has taken positive action and has provided the momentum for change. Senior managers are strongly committed to work-based learning, and in particular, the nursing cadet programme.

33. Many actions have been taken at operational level, including a complete review of training; an effective self-assessment process; re-organisation of the programme to match progression opportunities more precisely; positive changes to induction; and the organisation of key skills.

34. **The Trust has a strong partnership with a local university.** Learners have a

guaranteed place in higher education if they complete the programme successfully.

35. **Staff development is good.** Staff take part in an extensive range of development activities that improves their vocational knowledge and training skills. There are particularly good examples of staff development in the area of equality of opportunity. Courses include: sign language; respecting spiritual differences; coping with violence and aggression; identifying harassment; basic IT; and health and safety.

36. Financial management is sound and there is a generous allocation of learning resources. An extensive library is available and all learners have access to e-mail and the intranet.

37. The new management of information system is satisfactory. It provides sufficient information about learners' progression and achievement to be able to set targets.

38. **Learners have a good understanding of equality of opportunity issues.** The Trust has detailed policies and procedures covering all the areas that affect equality of opportunity, widening participation and diversity.

39. All learners receive initial equal opportunities training during their inductions, which effectively introduces a range of issues to them. The training provides a good level of knowledge and understanding, enabling them to function within their work placements effectively. Additional, six-monthly training sessions take place throughout their learning programmes.

40. **Equality of opportunity is covered well at learners' progress reviews.** Effective questions explore health and safety matters, as well as learners' general welfare.

41. **The Trust does not promote equality of opportunity** and access to training to target groups in its recruitment, promotional and advertising material. It does not use images to challenge existing stereotypes and promote access to under-represented groups. The Trust has no strategies to challenge existing stereotypes and increase recruitment from these groups.

42. **Learners' feedback is used well to improve training programmes.** Learner forums take place frequently and there are learner representatives on programme boards. Matters arising from progress reviews are acted upon quickly.

43. A new quality assurance policy and draft procedures cover all the main aspects of training. Modern apprenticeship and work-placement providers' handbooks clearly explain the application of policies and procedures and contain a comprehensive complaints procedure.

44. Assessment and internal verification have improved since the previous inspection. Useful monthly standardisation meetings have been introduced, and new paperwork is designed to encourage and record assessment by observation. The self-assessment process has been revised and is more inclusive and self-critical. It is comprehensive, but

sometimes it is not focused sufficiently and is predominately descriptive.

45. The systems used to monitor the quality of the subcontracted provision are incomplete. A draft service-level agreement covers the arrangements between the Trust and the local college; but does not provide sufficient coverage of key issues. This agreement has still to be formally agreed.

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Leadership and management

Strengths

- very effective actions to promote learners' achievements
- strong partnership with local university
- good staff development
- good learner understanding of equality and diversity
- good coverage of equal opportunities at learners' progress reviews
- good use of learners' feedback

Weaknesses

- insufficient promotion of equality of opportunity in recruitment and promotional materials
- incomplete quality assurance of subcontractor

Business administration, management & professional

Strengths

- good achievement of NVQs
- good progression to full-time posts
- very effective action-planning of learners' progress
- supportive training and employment environment

Weaknesses

- insufficient workplace assessments
- poor supervisor awareness of NVQ off-the-job training

Health, social care & public services

Strengths

- very good retention and achievement rates
- very good progression into higher education
- very effective work environments
- good management of the cadet programme

Weaknesses

- insufficient use of initial assessment to plan learning

DETAILED REINSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 2

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- very effective actions to promote learners' achievements
- strong partnership with local university
- good staff development
- good learner understanding of equality and diversity
- good coverage of equal opportunities at learners' progress reviews
- good use of learners' feedback

Weaknesses

- insufficient promotion of equality of opportunity in recruitment and promotional materials
- incomplete quality assurance of subcontractor

46. Since the previous inspection, the Trust has taken very effective actions to improve the training programmes and support learners' achievements. The chief executive has provided the momentum for change. Senior managers are strongly committed to work-based learning and, in particular, the nursing cadet programme. They see it as an important alternative career route into nursing that will widen participation for learners in Gateshead and provide well-trained staff for the Trusts. A largely new team of staff has been appointed to operate the programmes. Many changes have taken place at operational level, including a complete review of training; an effective self-assessment process; re-organisation of the programme to promote progression opportunities; positive changes to induction; and the re-organisation of key skills training. A significant number of learners express the view that the programmes have improved dramatically.

47. The Trust has a strong partnership with a local university. This has a very positive impact on the cadet programme. Learners are provided with a guaranteed place in higher education if they successfully complete the modern apprenticeship programme. The Trust has negotiated an exemption for learners so that they join the university course in week 53. University training staff frequently attend a range of useful meetings with the Trust. The pattern of work placements has been altered to meet university requirements. A 10-week study skills course has been added to the end of the apprenticeship to enable learners to adapt quickly to the demands of the more academic university programme. The Trust has a satisfactory range of associations with other organisations, such as the local Connexions partnership. It is planned that the Trust will become part of a larger consortium of training providers, overseen by the strategic

health authority.

48. Staff development is good. Staff take part in an extensive range of development activities which improves their vocational knowledge and training skills. There are particularly good examples of staff development in the area of equality of opportunity. Courses include: sign language; respecting spiritual differences; coping with violence and aggression; identifying harassment; basic IT; and health and safety. All assessors hold appropriate qualifications and a recent work-based learning skills audit has identified staff who need their skills and knowledge updating. All trainers either hold, or are working for recognised training qualifications. In the cadet programme, workplace mentors achieve accredited mentorship qualifications. Staff development is linked to a thorough appraisal process and all staff receive an effective induction.

49. Learning resources are satisfactory. A well-stocked library is available and all learners have access to e-mail and the intranet. Video cameras and tape recorders have recently been purchased to extend the range of assessment evidence. Occasionally, there is no effective cover for absent staff within the business administration programme, and some programme staff do not have sufficient vocational or training experience.

50. The new system of management of information is satisfactory; it is based on a system devised by the programme staff. It provides sufficient information about learner progression and achievement and is used to set targets.

51. The Trust has a satisfactory strategy for the management of literacy and numeracy. Learners have an appropriate initial assessment and arrangements are made to support learners at the local college if necessary. No current learners have been identified as having additional learning needs.

52. Key skills training is now introduced at an earlier stage in programmes, but not enough has been done to integrate key skills training with work placements. Communication systems are satisfactory, but some workplace staff in business administration are not aware of elements of off-the-job training. Health and safety training is given great priority and takes place during induction, and extensive risk assessments are carried out. The Trust's policies and procedures are currently being analysed and adapted to match them more closely with the needs of learners.

Equality of opportunity

Contributory grade 2

53. Learners have a good understanding of equality of opportunities issues. The Trust has detailed policies and procedures covering all the areas that affect equality of opportunity, widening participation and diversity. All the most recent and relevant legislation is included, fully implemented and supported. All relevant non-statutory codes of practice are also included in the policies and procedures. All learners receive equal opportunities training during their induction which effectively introduces them to a range of issues. The training provides them with a good level of knowledge and understanding, equipping them with the skills required in their work placements. This initial training is followed up with six-monthly training sessions throughout their training programmes.

These sessions build on existing knowledge and understanding, using group discussions. Learners are able to describe issues relating to equality and diversity and relate these to both their private and working lives. Those learners interviewed consider that the training they receive in equal opportunities has a positive effect on them.

54. Equality of opportunity is covered well in learners' progress reviews. Effective questioning explores health and safety matters, as well as learners' general welfare. During reviews it is confirmed that each learner has attended and received appropriate equal opportunities training, and that they are being treated fairly while on placement. All relevant key issues are covered effectively. The recently devised learner handbook is a good source of information to learners, even though some of the content is duplicated.

55. The Trust's promotion of the equal opportunity policy and procedures is satisfactory. Details of all Trust policies and procedures are available to all staff through the intranet. A range of initiatives are implemented, such as 'Improving Working Lives', which apply to all staff, including the work-based learners. This initiative focuses on developing flexible working patterns to enable staff to create an improved work/life balance. The Trust is a '2 Ticks' registered employer; this means that they meet the criteria for this standard with regard to the employment of individuals with disabilities.

56. The Trust's personnel department analyses recruitment data to identify and monitor recruitment trends. The Trust's board reviews the analysis. Good support materials are available to all staff on the intranet to support them in recruitment activities and interview processes, as part of their own professional development. Staff without professional qualifications or having core 'job role' training can obtain support funding.

57. The work-based learning team has made a satisfactory effort to recruit learners from under-represented groups. Working with Connexions, the Trust identified possible recruitment sources to redress the gender balance in the cadet programme to attract more applications from men. The Trust's recruitment officer attends several schools' careers fairs in order to promote its programmes. Initial attempts to make contact with minority ethnic communities using information provided by Gateshead College, were unsuccessful. The initiative gained no positive response, and no subsequent actions have been taken. Evaluation of application data, however, does indicate an increase in applicants, including a small increase in successful recruits from under-represented groups.

58. The Trust's recruitment, promotional and advertising material does not promote equality of opportunity or access for under-represented groups sufficiently. It does not use images to challenge existing stereotypes and promote access to identified under-represented groups. The Trust has no strategies to challenge existing stereotypes and increase recruitment from identified groups. NHS promotional material uses some images that are bright and colourful, but these are not specifically for the modern apprenticeship programmes and no specific mention is made of these programmes on the samples inspected.

59. The Trust's promotional and recruitment materials do not promote the main

objectives of the department of health's cadet initiative sufficiently; the objectives are to provide a 'non-traditional' access route for young people who would not normally be able to access a career in nursing. Most current learners have good general certificate of secondary education (GCSE) results at grade C and above. Several learners have A level qualifications. The 'open access' recruitment policy and selection procedures do not ensure that sufficient attention is given to recruits who meet scheme criteria.

Quality assurance

Contributory grade 3

60. Learners' feedback is used well to improve training programmes. Feedback is gained in several ways. Learners' forums take place frequently and there are learners' representatives on programme boards. Feedback from individual learners' reviews is acted upon quickly when necessary. Learners are given details of any actions taken. Examples of improvements include the development of learners' handbooks, the provision of additional textbooks, and access to a free bus service to college. Positive changes have been made to the induction process and additional numeracy support has been introduced. Effective questionnaires are used to evaluate the quality of induction programmes.

61. A new quality assurance policy and draft procedures have been introduced to cover all the main aspects of training. Modern apprenticeship and work-placement provider handbooks clearly explain the application of policies and procedures and contain comprehensive complaints procedures. There have been no formal complaints from learners since the programmes began. Satisfactory audit arrangements measure the effectiveness of work-based learning policies and this is linked with the self-assessment process. The Trust also audits the implementation of its more general policies and procedures.

62. Assessment and internal verification have improved since the previous inspection. Useful monthly standardisation meetings have been introduced. New documents have been developed to record and encourage assessment by observation. External verifier reports are satisfactory. Two qualified, peripatetic assessors have been employed to assist in clearing the backlog of portfolios. Three assessors have been trained as internal verifiers. Evidence in some learners' portfolios is limited to the minimum standard.

63. The self-assessment process has been revised and is more inclusive and self-critical. It is based on the 'Common Inspection Framework'. Many of the judgements reached by inspectors are reflected in the self-assessment report. The report is comprehensive, but in some instances is not sufficiently focused, or is purely descriptive. The development plan is a working document that prioritises actions based on their impact on learners. The programme board provides a forum for all learners, workplace providers and partners to discuss self-assessment. Challenging targets for retention and completion are set, monitored and achieved.

64. The systems used to monitor the quality of the subcontracted provision are incomplete. A new draft service level agreement has been written to cover the arrangements between the Trust and the local college, but this has not been agreed and

signed. The draft document does not provide sufficiently measurable targets and does not detail the arrangements for the monitoring of teaching and learning. External verifier reports, sample lesson plans and schemes are now received by the Trust and information about individual learners' progress is discussed frequently; however, the Trust does not analyse individual situations to identify trends. The college has a student charter which defines learners' entitlements and standards of service and the course review process. The Trust is not aware in sufficient detail, of the action the college is taking to promote high standards. It does not know what feedback learners give to the college. The college routinely sends the Trust registers and details of learners' attendance and punctuality, but other details, such as predicted achievements of technical certificates, are not available. When individual problems are identified, they are dealt with promptly.

AREAS OF LEARNING

Business administration, management & professional

Grade 2

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 9 | 2 |

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- good achievement of NVQs
- good progression to full-time posts
- very effective action-planning of learners' progress
- supportive training and employment environment

Weaknesses

- insufficient workplace assessments
- poor supervisor awareness of NVQ off-the-job training

Achievement and standards

65. The Trust has a good NVQ achievement rate. Of the nine learners in training, two advanced modern apprentices and four foundation modern apprentices have completed the NVQ element of the framework. These learners have successfully completed all other elements of the modern apprenticeship framework, except for the technical certificate. The results of the technical certificate test will be available by September 2004. The remaining three learners are making satisfactory progress.

66. Learners make good progress into full-time employment with the Trust. During their period of training, they have the opportunity to apply for positions that become available. Seven of the nine learners have been appointed to full-time permanent employment and one learner is currently filling a temporary full-time position.

67. Retention rates are satisfactory. Three of the six learners recruited in 2002-3 remain in training. Of the nine learners recruited in 2003-4, seven are still in training. The Trust has analysed the reasons why learners left the modern apprenticeship programme during 2002-03, and in response to those findings has developed an effective strategy to match placements to learners' needs and interests.

68. The standard of work produced by learners is satisfactory. Portfolios are well organised and include a clear record of learners' progress. A wide range of evidence is drawn from the workplace. Appropriate use is made of witness testimonies. All

evidence is cross-referenced to the performance criteria in the national standards. Learners demonstrate very good levels of competence in their job roles.

Quality of education and training

69. Good use is made of action-planning to promote learners' progress. The local college uses negotiated plans for off-the-job training. Targets are agreed which are measurable and focus on the achievement of discrete NVQ elements and units. Learners welcome the opportunity to identify targets and plan their achievements. The process contributes to learners' understanding of their progress and to links between their work-placement role and the target qualification. College staff monitor the plans, which are regularly revised and updated. The college monitors learners' progress and achievement of targets by records made in the learners' portfolios and on a central monitoring system.

70. Both training and employment environments are supportive of learners' progress and personal development. Off-the-job training at the college allows a flexible pattern of attendance. Some training sessions are repeated during a training day, to improve access for learners. Learners are also able to progress at a pace which allows them meet work-placement commitments and the demands of the NVQ. There is good individual support from college staff, who have appropriate experience and qualifications in administration. Learners have a professional rapport with college staff, reflected in the discussion and negotiation of action plans. The training room at the college is well equipped with modern facilities, including fax and photocopying equipment.

71. The Trust promotes a positive learning culture and this applies in work placements. Modern apprentices are positively encouraged to develop employability skills. A number of learners interviewed have attended in-house training in IT and communications. Workplace mentors provide good personal support to learners.

72. A wide range of very good-quality placements is available to learners. These include: the chief executives' department; the nursing directorate; finance department; personnel and research; and development. Learners perform important roles as receptionists, medical secretaries and accounts assistants. Data gathered by one learner is part of the information used by senior managers to monitor patient waiting lists. Another learner is part of a team responsible for the arrangement of Trust board meetings. Work placements offer learners the opportunity to gather NVQ evidence.

73. Material resources to support the modern apprenticeship programme are satisfactory. Learners receive a copy of an appropriate NVQ textbook; library and IT facilities within the Trust are adequate to meet learners' needs.

74. Initial assessment is satisfactory. All learners complete an assessment of literacy and numeracy skills and the results are recorded in individual action plans. None of the current learners have additional support needs.

75. Internal verification is satisfactory. The Trust has an appropriate sampling strategy

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and verification practice meets the requirements of the joint awarding bodies. Internal verifiers hold appropriate qualifications. Verification decisions are clearly recorded and written feedback is provided to assessors. College staff have the opportunity to update their verifiers' qualifications to meet current guidelines.

76. Workplace observations are not used sufficiently to assess learners' performances. Assessors do not visit the workplaces often enough. Most learners currently on programme have been visited only once. Assessors do not liaise with line managers or discuss with learners the best opportunities for assessment in the workplace. There is an over-reliance on the assessment of product evidence during off-the-job training sessions.

77. Workplace supervisors have poor knowledge of the training and assessment delivered by the college. Supervisors do not understand the workplace evidence needs of the modern apprenticeship framework sufficiently, including those for key skills. Supervisors are supportive of training, but have little understanding of the off-the-job training carried out by learners at the college and how it might link with workplace activities. Some learners do share information with their supervisor, but the Trust has no formal strategy ensure the identification of effective links between the workplace and off-the-job training activities.

Leadership and management

78. Management has developed and introduced a realistic strategy to improve learner retention rates, and also the quality and effectiveness of the induction programme. The Trust has good links with the college.

79. The Trust's work-based learning team has only a small number of staff with specific occupational expertise in business administration.

80. The self-assessment report is generally accurate. It identifies some strengths and weaknesses recognised by inspectors. However, the report does not distinguish sufficiently between the business administration, and the health and social care programmes.

Health, social care & public services**Grade 2**

| Programmes inspected | Number of learners | Contributory grade |
|--------------------------------------|--------------------|--------------------|
| Work-based learning for young people | 20 | 2 |

During the reinspection process, the inspectors identified the following strengths and weaknesses:

Strengths

- very good retention and achievement rates
- very good progression into higher education
- very effective work environments
- good management of the cadet programme

Weaknesses

- insufficient use of initial assessment to plan learning

Achievement and standards

81. Retention and achievement rates for the cadet programmes are very good. Ninety-two per cent of learners who started the programme in 2001-02 successfully completed the full modern apprenticeship framework. The following year, retention was 92 per cent and achievement is currently 83 per cent. One learner is still in training. Eighty-two per cent of learners who started in 2003-04 are still in training and are making satisfactory progress. The Trust recognised the good retention rates in its self-assessment report.

82. Learners progress well into higher education. The Trust has good links with a local university and additional training during the modern apprenticeship programme guarantees entry to the second year of the nursing diploma programme. The additional training includes six key skills at level 2 and the delivery of human biology by in-house specialist nurses. Achievement of the human biology qualification is not a requirement to gain access to the diploma. All learners who completed their modern apprenticeship frameworks in 2001-02 joined the diploma in nursing programme. Ten of 11 learners completing their frameworks programme next month have accepted places at the university.

Quality of education and training

83. The work placements are very effective in providing a good learning environment for learners, as identified in the self-assessment report. Learners work in a variety of different clinical areas and gain a broad range of experiences. They develop a wide range of practical skills and knowledge at an early stage in their programmes and take part in additional activities, such as visits with specialist nurses and visits to specialist

clinics. A small number of learners take the opportunity to attend a range of other training courses available to the Trust's staff. Learners receive close supervision and support from qualified mentors in the workplace, and support and guidance from other colleagues.

84. At times of difficulty and stress in the workplace, learners receive additional support. They are made to feel part of a team and have access to a wide range of learning opportunities according to their individual needs. Peripatetic assessors from the education department provide assessment. Assessors' visits are flexible and include visits to learners in the evenings to accommodate shift patterns. The programme's staff provide pastoral support to learners and there are effective communications between assessors, learners and mentors.

85. Teaching and training is satisfactory. The local college provides a learning plan for the delivery of key skills and the technical certificate. The education department provides training for the NVQ; it use specialist nurses effectively to deliver background knowledge. Recent changes have resolved the identified weakness in the planning of training. A structured and co-ordinated programme has been designed which effectively links off-the-job training with the work placements and NVQ units. Current learners will follow this programme in their second year. Handouts are of a satisfactory quality. The college requires learners to evaluate the training and this information is communicated to the Trust. Since the previous inspection there have been developments in key skills training which link the key skills clearly to the occupational area. Staff are suitably vocationally qualified and experienced. All training staff are required to have, or to achieve, teaching qualifications.

86. A range of satisfactory resources supports learning. Learners are issued with a relevant NVQ textbook and have access to the library facilities. Access to the internet is available in the work placement, or in the library; some learners make good use of this. Individual work placements have a range of relevant materials to support independent learning.

87. Assessment has improved and is satisfactory. Qualified peripatetic assessors are used to provide consistent and continuous support for learners. Thorough assessment planning takes place with the learners, but records are sometimes too brief, for example they do not always clearly identify the practical activities required. However, learners are aware of the activities they need to do and often record these independently. Learners receive satisfactory verbal feedback about their achievements, but written feedback is often not detailed enough to instruct the learner in improving their training practice. The overall standard of learners' written work is satisfactory, but in a small number of instances, knowledge evidence is not detailed enough. There is no assessment planning or written feedback for the technical certificates. The college has identified this problem. All learners develop a good level and range of practical skills.

88. Learners receive satisfactory progress reviews every eight weeks. Work-placement supervisors are not usually involved, but programme staff involve supervisors in regular work-placement reviews that effectively identify any issues with learners' progress.

Target-setting at the reviews is often poorly recorded and not specific enough.

89. A suitable range of programmes meets the needs of learners. External links provide opportunities for learners without formal qualifications to access nurse training. Learners have access to a wide range of courses provided by the Trust and the local college.

90. Initial assessment is not used sufficiently to plan learning. Learners receive a thorough initial assessment that includes identification of learning styles. The results of assessments of learners' literacy, numeracy and key skills, or learning styles, are not used to develop an individual learning plan. The Trust recognised this as a weakness in their self-assessment report. Completed individual learning plans meet contractual requirements at the start of the programme but they do not plan learning or identify short-term targets effectively. They do not show what methods of teaching and assessment and support each learner's needs, to complete their programme.

91. Support for literacy, numeracy and language skills is available through an external partner. At present, there are no learners with an identified support need.

Leadership and management

92. Management of the cadet programme is now good. Clear objectives focus on continuing improvements. The team responds positively and is well motivated to analyse training practice and implement changes. Effective learner feedback is used to change and improve the programme. Communications with learners are good and the Trust values their contribution. The new staff team has been in post for less than a year, but has been effective in raising standards. An effective action plan identifies and resolves key weaknesses. Additional assessors provide extra support and help to remedy the identified weak practices. The Trust has an improved internal verification process. Recent changes now provide more effective and specific links between on- and off-the-job training.

93. Learners demonstrate a good understanding of equality of opportunity. The training they receive is effective in helping them to recognise situations where discrimination may occur. Further training and discussions at progress reviews reinforce learners' understanding.

94. Internal verification is satisfactory. Regular standardisation exercises emphasise improvements in practice. Written reports are not sufficiently detailed to inform non-attending assessors of decisions taken. Feedback to assessors is satisfactory, but in a few observed instances was too brief and did not identify a lack of evidence, or record how the assessor could improve their practice. Sampling plans are completed retrospectively, but a new sampling plan has been developed to ensure that regular sampling takes place.