

# University Hospitals of Leicester NHS Trust

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## Background information

### Inspection judgements

Inspectors use a four-point scale to summarise their judgements about achievement and standards, the quality of provision, and leadership and management, which includes a grade for equality of opportunity.

#### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Further information can be found on how inspection judgements are made on [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

### Scope of the inspection

In deciding the scope of the inspection, inspectors take account of the provider's most recent self-assessment report and development plans, and comments from the local Learning and Skills Council (LSC) or other funding body. Where appropriate, inspectors also consider the previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)), reports from the inspectorates' monitoring visits, and data on learners and their achievements over the period since the previous inspection.

In addition to reporting on overall effectiveness of the organisation, its capacity to improve further, achievement and standards, quality of provision and leadership and management, this inspection focused on specialist provision in:

- Health, public services and care

## Description of the provider

1. University Hospitals of Leicester (UHL) National Health Service (NHS) Trust is a large teaching trust employing over 12,000 staff. It includes Glenfield Hospital, Leicester General Hospital and Leicester Royal Infirmary.
2. UHL's human resource training & development service (the service) is part of the human resources directorate. It provides national vocational qualifications (NVQ), a wide range of externally accredited and in-house staff development courses, an organisational development consultancy, coaching and team development training.
3. The service is the only provider within the East Midlands strategic health authority that holds a contract with the LSC. In 2007/08, 270 staff achieved NVQs and other awards. The service has held an employer responsive contract with Leicestershire LSC since April 2008 to provide Train to Gain programmes in a range of clinical and non-clinical areas.
4. A senior training manager provides the programmes, supported by two training and development managers, three trainers, seven assessor/verifiers, a training information advice and guidance lead adviser, and an administrator.
5. At the time of the inspection 15 learners were working toward NVQs at level 2 in health and social care and 34 learners were working toward NVQs at level 3, 30 learners were in health, and 4 learners were in health and social care. Five learners were working towards NVQs in customer service, which was not inspected.
6. Some 80% of the learners are employed by UHL and most others by local NHS trusts. Employees are recruited from both the ethnically and culturally diverse city of Leicester, and the surrounding county of Leicestershire which is largely rural and has a low proportion of people from minority ethnic groups.

## Summary of grades awarded

Effectiveness of provision	Outstanding: Grade 1
Capacity to improve	Good: Grade 2
Achievement and standards	Outstanding: Grade 1
Quality of provision	Outstanding: Grade 1
Leadership and management	Good: Grade 2
Equality of opportunity	Contributory grade: Good: Grade 2

## Sector subject area

Health, Public Service and Care	Outstanding: Grade 1
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## Overall judgement

### Effectiveness of provision

Outstanding: Grade 1

7. The service's overall effectiveness is outstanding. All aspects of the provision in health, public services and care are outstanding. Leadership and management and equality of opportunity are good.

### Capacity to improve

Good: Grade 2

8. The service demonstrates good capacity to improve. The Train to Gain programmes have only been offered since April 2008; however, the service had been successfully providing NVQ training for some time. Its former quality improvement arrangements were effective and had led to a number of good developments. The self-assessment process is new but the resulting report is thorough and accurately identifies strengths and a number of areas for improvement. The latest quality improvement plan seeks to address these areas and has realistic targets for the completion of actions.
9. As part of a large NHS teaching trust the service benefits from close scrutiny from other departments and directorates and the exchange of good practice in training and the management of training. The service encourages staff at all levels to be reflective and to seek to improve their working practice. As a relatively new provider, the service has yet to establish some of its new quality assurance arrangements. For example, there is little analysis of equal opportunities data and the systems for the observation of some key training processes have yet to be fully implemented.

## Key strengths

- Good development of additional work related skills
- Excellent retention
- Good progression
- Particularly good on- and off-the-job training
- Excellent range of courses and learning opportunities to meet the needs of learners and employers
- Outstanding support for learners
- Very good programme management
- Good strategic direction
- Very effective strategies to promote continuous improvement
- Particularly effective staff recruitment and development

## Key areas for improvement

- Insufficient formal reviews of learning
- Insufficient use of equality of opportunity data

## Main findings

### Achievement and standards

Outstanding: Grade 1

10. Achievement and standards are outstanding. Learners develop a valuable range of additional skills while working towards their NVQ. Learners are already experienced in their area of care on entry to the programme, however, they develop enhanced communication skills and a deeper understanding of the theory of care. These new skills help learners to provide improved standards of care. Additionally, learners are encouraged to use a range of research methods and reflective practice to help them to achieve full competence as carers. Attendance at the off-the-job training sessions is very good. As yet most learners are not due to complete their qualification consequently no data table is included in the report.
11. Retention is excellent. Of the 58 learners who started Train to Gain programmes since May 2008 only one learner has left the programme without achieving the qualification. So far six learners have achieved an NVQ at level 3, and three learners have gained an NVQ at level 2. Learners are set realistic and achievable target dates for completion. All remaining learners are making good progress towards completing their qualification within the planned time. For example, a further nine learners on NVQ programmes at level 3, and ten on NVQ programmes at level 2 are well on target to achieve their qualification by the end of May 2009. The standard of learners' portfolio work is very high.
12. Progression is good. Learners from this programme, and the service's previous NVQ programmes, progress well to higher level learning and nurse training. Twenty-four of the forty learners who started level 3 programmes had previously gained an NVQ at level 2 or its equivalent. Of the six learners, who have left the programme having gained an NVQ at level 3, three have entered nurse training. Some former learners have taken on new roles such as trainers in moving and handling, infection control nurses, appointed first aid person and assessors and verifiers.



## Quality of provision

### Outstanding: Grade 1

13. Teaching, training and learning are outstanding. On- and off-the-job training is particularly good. Learners acquire complex care skills from highly competent colleagues as they work in hospital wards, clinics and care support environments. They use technically advanced equipment and are encouraged to take increasing responsibility within their departments. Rigorous initial assessment of existing skills is linked well to the programme requirements and ensures that the choice of NVQ units closely matches both the learners' and their departments' needs. All learners attend a series of particularly well planned and resourced study days. Each one is linked to particular aspects of the NVQ. Trainers employ comprehensive schemes of work with interesting and imaginative lesson planning and a good range of teaching and learning resources. Before starting an NVQ, learners' literacy and numeracy skills are assessed. The service has set a minimum standard for literacy and numeracy which it requires learners to achieve before starting the Train to Gain programme. Learners are referred to a partner organisation for Skills for Life training which provides them with very good opportunities to gain qualifications in literacy or numeracy. Where the initial assessment of literacy and numeracy shows good levels of skills this is often motivational, adding further to learners' confidence and self-esteem.
14. The service carries out insufficient formal reviews of learning. Assessor/trainers do not carry out periodic reviews involving the learner and their line manager to monitor progress. Some reviewing of progress takes place during assessor or internal verifier visits, but these visits do not include managers. Managers rely largely on the learners to keep them informed of progress and any problems. The self-assessment report recognises the need for greater involvement of line managers in monitoring and planning progress.
15. The service offers learners an excellent range of courses and learning opportunities that fully meet their needs and aspirations. A particularly wide range of subjects is available at level 3 including health and social care awards for adults, children and young people. Allied health professional awards in physiotherapy and occupational health therapy and new born hearing screening are some of the more specialised NVQs offered by the service. The range of NVQs is being expanded to meet the needs of different departments within UHL. Clinical imaging and perioperative NVQs will be available shortly. Learners are encouraged to attend additional courses to enhance their personal development. The many training courses available free to learners include developing teaching skills, advanced communication techniques, how to review and improve quality within a service and curriculum vitae writing.
16. Guidance and support are outstanding. Learners receive an outstanding level of support from staff within the training unit, managers and colleagues in the hospital departments, and through facilities available for employees of the trust. Advice and guidance is given to learners throughout their time on programme.

Assessors are particularly knowledgeable about career progression opportunities, not only advising on what is available within the trust but also regionally and nationally. Learners have access to support from assessors at unsocial hours and are able to spend an entire day with an assessor if they need additional help. If their own assessor is unavailable another member of staff will always make themselves available. The trust offers learners an impressive range of help through, for example, the occupational health department, the confidential counselling service, the provision of a crèche facility and the training information advice and guidance service.

## Leadership and management

Good: Grade 2

Equality of opportunity

Contributory grade: Good: Grade 2

17. Overall leadership and management are good. Management of the Train to Gain programme is very good. Train to Gain managers play a key role on a large number of forums which decide strategies for health care training. These groups have representatives from all trust directorates and key external partners such as higher education institutions. Train to Gain managers use these strategic groups to plan which qualifications and courses to offer. Annual quality improvement targets are set centrally, communicated effectively to all Train to Gain staff, and reviewed monthly. A monthly staff capacity review is carried out to ensure that managers know exactly the service's capacity for enrolling new learners. Staff meetings are particularly well planned, taking place monthly and all on one day. Meetings are productive with specific aims and agendas. A key priority of meetings is to identify and share good practice. Managers share performance data at meetings and are often challenged to defend their judgements about performance.
18. Strategic direction is good. The Train to Gain programme is closely aligned to the trust's corporate objectives, which themselves reflect the priorities of the local strategic health authority. Senior managers monitor the development and performance of the service closely. Communications within the trust, the directorate, and the service are all effective. The service is working with communications and marketing staff to further improve the awareness of training and development opportunities among staff and their line managers.
19. The service's strategies to promote ongoing continuous improvement are very effective. The self-assessment process and quality improvement plan are a natural progression from the service's quality improvement arrangements which existed before the Train to Gain contract. Staff involvement in the self-assessment process is good. The service also involved other stakeholders well in the process and included learners' feedback. The first self-assessment report, completed immediately before the inspection, is evaluative, self-critical and largely accurate.
20. The former quality improvement group introduced a large number of improvements through its annual quality improvement plans. The new policies, plans and procedures group which, includes a quality assurance coordinator, monitors and promotes quality improvement measures very effectively. All the processes and procedures are comprehensively and clearly documented. Plans for observations of teaching and learning are well advanced but the system has yet to be fully implemented. Internal verification is thorough and a good additional level is provided by the internal verification coordinator.

21. The service's recruitment and development of staff is particularly effective. Assessors have a very wide and relevant range of occupational competency. Six out of the seven assessors have been recruited from hospital health care assistants. All the assessors are also qualified as internal verifiers allowing for very flexible assessment and verification. Each has a specialism linked well to the NVQ units or options offered, for example in learning disabilities, physiotherapy, and maternity care. They also have additional specific responsibilities for generic NVQ topics such as infection control, moving and handling, and training health and safety coordinators. All assessors and tutors are registered with the Institute for Learning and are working towards appropriate qualification for teaching in the life long learning sector.
22. The procedures for safeguarding learners meet current government requirements. The trust has a clear and comprehensive policy regarding the safeguarding of children and vulnerable adults. All tutors and assessors have undergone appropriate vetting checks and suitable records are held. Staff have a good awareness and understanding of safeguarding issues.
23. Equality of opportunity is good. The trust has a single equalities scheme which details its commitment to equality and diversity and its intolerance of any form of discrimination. All the trust's policies and procedures are scrutinised to identify, and eradicate or minimise, any adverse impact on equality and diversity. Introduction of the Train to Gain programme is part of a wider initiative to provide good access to training and development opportunities for all staff. The service also makes good use of other opportunities to access funding to support its provision of training opportunities. For example, it used other funding to support the training of an occupationally competent assessor for a new NVQ to widen opportunities for new learners. All staff receive good equality of opportunity training at their induction. Train to Gain learners undergo further equality and diversity training at the first study day as part of their induction to the programme. Learners' knowledge and understanding of the wider aspects of diversity are developed very effectively through the employee rights and responsibilities unit of the NVQs. All staff, including those on the Train to Gain programme, have a particularly good awareness of equality and diversity. They use this knowledge very effectively, especially with regard to dealings with patients. Access and facilities for people with disabilities are good.
24. The service does not yet make sufficient use of equality of opportunity data. Managers do not use data to monitor the relative performance of different groups of learners by gender, ethnicity or disability. However, overall retention is good and all but one of the learners due to complete have done so successfully. The recent introduction of the programme and the small numbers of learners so far, has enabled the service to monitor relative performance informally. However, the service does not use data to monitor recruitment of learners. It does not currently monitor how well the Train to Gain programme reflects the gender and ethnicity of the trust's work force. The service has recognised this area for improvement in its self-assessment report and is already taking good and well planned action to improve its use of equality of opportunity data.

## What learners like:

- 'We are given a lot of encouragement'
- 'Trainers and assessors are always available to contact'
- The relaxed atmosphere
- Flexibility over meeting locations
- 'The assessors are well aware of the work environment'
- 'We get good guidance on where to find information'
- 'I'm really looking forward to having a qualification'
- 'I want to go on learning and enjoying it'
- 'I enjoy working on the unit and getting a qualification for it'
- 'It's all brilliant – 10 out of 10'
- 'The best thing is going more in depth into the subject'
- 'I have a sense of achievement'
- 'Nothing could have been better'
- 'I really enjoyed literacy and numeracy'
- 'The support I've had is fantastic'

## What learners think could improve:

- 'The inflexible approach to literacy requirements'
- 'Advertising – I only found out about the training from colleagues'
- 'Some sort of display at other study days e.g. fire training'
- 'Line managers are unaware of training opportunities'
- 'Would have liked to talk to someone who "had been through it" before I started or at induction'