

# GLP Training Ltd

Monitoring visit report

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<b>Type of provider:</b>	Independent learning provider
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## Monitoring visit: main findings

### Context and focus of visit

This monitoring visit was undertaken as part of a series of monitoring visits to a sample of new apprenticeship training providers that are funded through the apprenticeship levy. The focus is on the three themes set out below.

GLP Training Ltd began providing apprenticeships as a subcontractor in 2014. It started training apprentices using levy funding in June 2017; this provision was in scope for the monitoring visit. GLP Training Ltd currently provides training for around 150 apprentices, all of whom are on standards-based programmes. All apprentices are aged 19 and above. Apprenticeships are offered at levels 2, 3, 4 and 5; most apprentices are on courses in property maintenance, customer service, supply chain operations, adult care, team leading and facilities/operations management. GLP Training Ltd currently works with seven employers and the apprentices are located nationally. There are no subcontractors.

### Themes

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

#### Significant progress

Senior leaders have developed a clear strategy for the company. They are building on their experience in property and facilities management and extending into higher-level management apprenticeships.

Senior leaders have grown the business slowly with a focus on providing quality and gaining the trust of employers. They have put in place effective teams and systems to support the delivery of the new standards. Senior leaders have planned effectively to increase capacity, while maintaining quality, including the use of appropriate staff and management information systems, and relevant staff development and training. They have recruited trainers who have the experience and skills to support apprentices in the development of the behaviours, knowledge and skills that are required for the standards-based apprenticeships. Senior leaders employ trainers with strong teaching backgrounds as well as experience in assessment.

Senior leaders have made highly effective links with employers. They ensure that employers and apprentices understand the requirements of the new apprenticeship standards.

Leaders have developed the programme to meet the needs of the employer and to reflect the nature of the business, its culture and values. Employers are clear about the purpose of the apprenticeships and their responsibilities. Employers report on the positive way that they are involved in the design of apprenticeship programmes. For example, a separate trainer has been employed with one employer to support the

development of English and mathematics at the beginning of the apprenticeship. This arrangement is working effectively. Employers are involved in the development of the behaviours and skills that are required as part of the end-point assessment. Employers are aware of the progress that their apprentices are making.

Senior leaders and employers have a clear understanding of the requirements of on- and off-the-job training. However, a minority of apprentices are not logging their off-the-job training systematically. Senior leaders are monitoring this and taking effective action where it is a concern.

Senior leaders work with employers effectively to recruit apprentices and provide them with initial advice and guidance. Apprentices are on the right course and level and where there are any concerns, managers are very quick to intervene and take appropriate action. For example apprentices who were not progressing well on the level 5 apprenticeship were transferred onto a different level after discussion with the apprentices and their employer. Apprentices are developing new skills that benefit them in their job, and provide benefits for the employer. Apprentices are clear about the opportunities for progression following the completion of their apprenticeship.

Senior leaders set appropriate targets for achievement, retention and attendance. Managers and teams monitor performance against these targets regularly and effectively. The large majority of current apprentices are making good progress, including in their vocational qualifications and functional skills qualifications in English and mathematics. Managers' monitoring of apprentices' progress towards the achievement of higher grades within the standards-based apprenticeships requires improvement.

Senior leaders have developed systems and roles to ensure that standards of teaching, learning and assessment are consistently high. Internal quality assessors use the six-weekly standardisation meetings effectively and the resulting actions have a positive impact on apprentices' progress.

Senior leaders manage the performance of trainers well. Leaders meet with trainers regularly to review apprentices' progress, the feedback from apprentices and employers, and the information from internal observations and reviews. As a result, senior leaders have been prompt and effective in taking action to improve the performance of trainers and the progress that apprentices are making.

Managers respond promptly and appropriately to individual feedback from apprentices. For example, a few apprentices expressed concern about their slow progress and related it to the approach of a particular assessor. Managers successfully addressed the issue by involving the employer, the apprentices and the assessor. A new assessor has been put in place and the apprentices are making better progress.

Senior leaders use external consultants and their network of partner organisations to improve their practice. However, currently there is no formal process for objective challenge and support for the managing director and the senior team. Senior leaders acknowledge that this would be of benefit to them, particularly as they grow.

Senior leaders have produced a self-assessment report, which is broadly accurate, and a quality improvement plan that identifies the key areas for improvement. Senior leaders review the plan frequently and use it to hold managers to account for the progress they are making towards improving the quality of training.

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

Managers have ensured that trainers are well qualified and have relevant industry experience. The small minority of trainers who do not yet have English and mathematics at level 2 are currently working towards qualifications in these subjects.

Senior leaders ensure that all apprentices undertake a comprehensive assessment of their starting points that includes English and mathematics, vocational skills, previous qualifications and the identification of any specific additional learning needs. As a result, managers enrol apprentices on the right courses with appropriate support. Managers work closely with employers to develop training and assessment plans that take account of apprentices' prior experience and the demands of their job role.

Managers use the assessment of apprentices' starting points in English and mathematics well to identify and support the development of these skills up to level 2. Trainers ensure that apprentices rapidly improve their English and mathematics skills at the beginning of the apprenticeship. However, managers do not monitor sufficiently the development of apprentices' skills beyond level 2 in English and mathematics.

As a result of well-organised teaching, training and assessment, the large majority of apprentices make at least good progress and achieve their planned milestones. They use their new skills effectively within their job roles. Trainers communicate clearly and effectively with employers and workplace line managers so that they are aware of what learning apprentices need to achieve at work.

Some apprentices undertake projects to apply theory to practice. For example, a management apprentice undertook a 360-degree appraisal process to evaluate their organisational effectiveness. They benefited greatly from the project, and identified aspects of their practice that could be improved. Other apprentices on facilities management apprenticeships benefit from project management training, enabling them to undertake their job role more productively. Apprentices have a good understanding of how they contribute to their job roles and value the new skills that they are developing.

Trainers set specific, achievable and timely targets for apprentices. Apprentices make good progress in achieving these targets. Senior leaders monitor closely the progress that apprentices are making. However, they focus on the timely achievement of the apprenticeship, and fail to include targets that will develop the skills and behaviours required for higher grades.

Senior managers receive monthly performance reports based on local information from assessors and from the electronic management system. They use this to

identify apprentices who are falling behind. Managers take effective action to help apprentices to catch up or to make a considered decision about their next steps. As a result, current retention and progress rates are good.

Managers and assessors ensure that apprentices receive good-quality teaching, learning and assessment through a variety of activities. Apprentices learn effectively from a mix of online learning, workbooks, one-to-one and group learning activities. Apprentices report that they enjoy the variety of activities. Improvement is needed in a small minority of cases in the clarity and detail of assessors' written feedback; however, they use verbal feedback well to bring about improvement in apprentices' performance. Managers and assessors have a clear understanding of the relevant end-point assessment and prepare appropriate mock assessments.

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

Leaders and managers make safeguarding a high priority for staff and apprentices. They have appropriate policies and procedures in place for safeguarding apprentices; staff understand these and use them effectively. All staff receive training on safeguarding as part of their induction and this is reinforced through online training. The designated safeguarding officer has completed the appropriate training. Managers have investigated appropriately the single incident that has been reported to date. Managers are aware of any external experts, such as the local authority designated officer, whom they can contact if necessary. Managers use appropriate websites to keep their understanding current. They are aware that they will need to review their policies and procedures if they decide to recruit apprentices below the age of 19.

Apprentices feel safe in their workplaces. They know to whom they should report any incidents or occurrences that make them feel unsafe. Trainers discuss topics at each review that relate to safeguarding and the 'Prevent' duty and note the activity in the review records. In the majority of sessions, trainers link safeguarding topics well to the job role or the particular locality. Apprentices demonstrate a good understanding of how to keep themselves safe in the workplace and online. The majority of apprentices have a sophisticated understanding of how the dangers of radicalisation and extremism may present in their local community and during their working lives. Trainers develop apprentices' understanding of safeguarding particularly well when they are working in sensitive areas, such as adult social care.

Senior leaders do not currently receive a summative report on the progress made in the areas of safeguarding and the 'Prevent' duty. Their understanding of priorities and progress in this area is not consistent. Senior leaders do not produce a risk assessment that looks ahead to the likely risks of taking on new business or moving into new sectors, with regard to safeguarding and the 'Prevent' duty. They acknowledge that they need to develop a more proactive approach to this area, as they expand their work to enable them to take actions to limit risk.

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