

# C2C Training Limited

Monitoring visit report

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**Name of lead inspector:** Robert Hamp, HMI

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**Type of provider:** 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. Ofsted's intention to carry out monitoring visits to these new providers was first announced by Her Majesty's Chief Inspector in November 2017. The focus of these visits is on the three themes set out below.

C2C Training Limited formed in 2013. Since then, it has been a subcontractor to other training providers delivering apprenticeships and qualifications, mostly in the security and spectator safety sectors and education and training. The first levy-funded apprentices enrolled in May 2017. At the time of the inspection, there were 69 apprentices funded through the levy. The vast majority follow the level 3 apprenticeship framework in education and training. Five are on level 2 standards-based customer service apprenticeships and framework apprenticeships in providing security services.

### Themes

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

**Reasonable progress**

The very large majority of apprentices are employed by the North East Ambulance Service. As part of their personal development, ambulance crew and paramedics can enrol on a level 3 learning and development apprenticeship to become trainers. This allows them to share their professional skills, knowledge and experience with the local community and mentor new recruits to the service more effectively. For example, apprentices are involved in the 'restart the heart campaign', run by the British Heart Foundation, where they deliver training sessions and pass on valuable life-saving advice and guidance in schools and other settings. One apprentice who recently completed his apprenticeship is now a trainer in the ambulance training centre.

Directors and managers work collaboratively with employers in the East Midlands and Newcastle-upon-Tyne regions in the design and delivery of apprenticeship programmes that meet business needs. They have a clear focus on delivering apprenticeships that meet the needs of the local communities where the company operates. Trainers and assessors are well-qualified and experienced in the subject areas that they deliver.

Apprenticeships meet Institute for Apprenticeship requirements. Employers are committed to off-the-job training and generally provide sufficient time during the

working week for apprentices to work on their studies. Assessors provide good support to apprentices and ensure that they make at least the progress expected.

Initial assessment is rigorous and staff ensure that applicants have the qualifications and aptitudes needed to succeed. Apprentices receive a thorough induction and have a good awareness of the work they must complete for their apprenticeship.

Apprentices produce work that is appropriate for their level of study. Managers work well with end-point assessment organisations to prepare their apprentices for end-point tests.

Directors and managers use data effectively to monitor performance. The quality manager produces regular monthly reports to monitor apprentices' progress and to identify performance differences and trends between different groups of apprentices. Managers use this information at regular standardisation meetings to identify improvement actions. Staff monitor frequently apprentices' progress to identify and support those at risk of falling behind or not achieving.

The self-assessment process makes good use of feedback from apprentices and employers to support judgements about the quality of provision. The self-assessment report focuses clearly on the Common Inspection Framework and the quality improvement plan includes challenging timescales and suitable impact measures to improve the quality of provision.

The business development plan clearly outlines the company's mission and vision but does not have clear targets against which to assess the success of apprenticeship programmes.

Directors acknowledge the need to strengthen governance arrangements and are currently seeking a suitable candidate from the subcontractor partners they work with.

**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**

Assessors identify apprentices' prior skills and knowledge to plan and deliver individual learning programmes. Where needed, they adjust the duration of apprentices' programmes to address personal circumstances. However, assessors recording of apprentices' starting points and subsequent development is not of a consistently high standard. As a result, a few apprentices have only a limited understanding of how well they have advanced since they started their studies.

Apprentices take part in high-quality individual off-the-job training that assessors deliver effectively in the workplace. The training links adequately to the planned on-the-job training. Assessors work closely with employers, the very large majority of

whom are suitably involved in planning apprentices' programmes. This ensures that apprentices make expected or better progress. However, a small minority of apprentices do not routinely receive their entitlement to sufficient time during the working week to work on their apprenticeship studies. Apprentices' attendance at planned training sessions is high.

Assessors use their regular and frequent workplace visits to assess apprentices' competence in their job role. All assessors plan and quickly adjust these visits to maximise their contribution to apprentices' success. However, while feedback is clear, for a small minority it is not sufficiently detailed. Consequently, a small minority of apprentices do not have a clear understanding of how they can improve their work further.

Apprentices develop a good range of occupational skills, knowledge and behaviours that they apply adeptly to their work role. This allows them to be effective and valued employees. For example, security services apprentices demonstrate the use of team working and legal principles to resolve incidents involving disruptive customers effectively. Another apprentice reflects and then changes the learning styles used to engage her specific audience so that training is memorable.

Support for the relatively small proportion of apprentices who need to achieve English, mathematics and/or information and communication technology (ICT) qualifications is effective. First time pass rates in English, mathematics and ICT functional skills examinations are very high. However, assessors do not develop sufficiently apprentices' English and mathematical skills beyond that required by the programme.

Quality assurance procedures to improve the quality of teaching, learning and assessment are effective. Directors and managers routinely evaluate the quality of teaching, learning and assessment by observing lessons and carrying out learning walks to identify improvement actions. This provides assessors with suitable targeted support to help them improve their practice.

Assessors provide apprentices with relevant careers information, advice and guidance prior to starting their programme. This ensures that apprentices have a good awareness of the programmes' requirements. In addition, apprentices have a very good appreciation of how an apprenticeship can contribute to the attainment of their short- and long-term goals. Managers ensure apprentices have access to careers information that adequately helps them explore career options during and near programme completion.

The small number of standards-based apprentices are appropriately prepared for the end-point assessment.

All assessors are suitably qualified and experienced, particularly in public services. They use this expertise well to plan activities that improves the performance of individual apprentices and contribute to the businesses where apprentices work.

Assessors are enthusiastic and keen for all apprentices to achieve. This motivates apprentices, most of whom show a strong commitment to their studies.

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

Directors and managers ensure that appropriate safeguarding policies and procedures are in place and updated regularly. The designated safeguarding officer is suitably qualified and knowledgeable. Managers carry out appropriate vetting on all staff to ensure their suitability for the role and they maintain an up-to-date single central register.

All assessors and one of the directors are former police officers. They all have experience in delivering spectator safety and safeguarding qualifications and apprenticeships. As a result, safeguarding has a high priority and apprentices feel safe.

A comprehensive safeguarding and risk assessment and action plan is in place. Directors ensure that all members of staff complete regular training to refresh their understanding of safeguarding, the 'Prevent' duty and British values.

Assessors cover safeguarding with apprentices during induction and reinforce safeguarding messages throughout the apprenticeship programme. Assessors ensure that apprentices know how to keep themselves safe online and when using social media. As a result, all apprentices have a good understanding of what to do if they have concerns.

The vast majority of apprentices understand British values and demonstrate their understanding through their behaviour in the workplace and during learning sessions. For example, apprentices demonstrate these values when attending incidents or delivering training to local ethnic groups and communities or in local schools. Staff have a good understanding of the 'Prevent' duty. However, a few apprentices have only a rudimentary understanding of this topic.

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