

# Presidency London College Limited

Monitoring visit report

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**Type of provider:** Independent learning provider

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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after 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 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Presidency London College Limited (PLC) is an independent provider which started delivering non-levy apprenticeships in the London area in January 2018. In November 2018, PLC took on 48 apprentices from a provider that had gone into administration. These apprentices are levy-funded and are based in the Midlands.

Currently, PLC has 106 apprentices on programme, of whom 30 are on level 3 dental nursing, 10 on level 4 leadership and management, 25 on level 3 team leader, 19 on level 5 operations management, three on level 2 business administration, and one on digital marketing. These are all standards programmes. In addition, 18 apprentices are on a level 3 information technology framework.

### Themes

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

#### **Reasonable progress**

The leader and managers have ensured that they meet the requirements for apprenticeship delivery. PLC has a wide range of apprenticeship options which offer good employment prospects. The leader and managers have put in place an effective recruitment process which matches employers well with apprentices, nearly all of whom are new to employment.

While the vast majority of apprentices meet the off-the-job training requirement, the leader and managers have recently developed effective steps to reinforce employers' awareness of this aspect. They have focused well on operations management apprentices who at times find it hard to complete assignments because of pressure of work. As a result, these employers are developing policies which reinforce their apprentices' entitlement.

The leader and managers have taken effective remedial action to support a group of apprentices who transferred from a failed training provider. Many of these apprentices were behind with their training and assignments, and some were not clear about the apprenticeship requirements. Staff have put in place well-targeted and frequent support for these apprentices. They rightly decided to repeat some modules because these had not been completed satisfactorily. As a result of their action, most apprentices make at least expected progress. However, staff have not taken sufficient action with a small number of these inherited apprentices who have fallen behind schedule.

Trainers have appropriate qualifications, skills and professional experience in, for example, the police force, dental practice and management. This gives them relevant subject-specific insight into job roles, and credibility with employers. Almost all apprentices have English and mathematics skills at the required levels. The written work they produce is of a good standard of English. Where necessary, trainers provide good advice on the structure of assignments and how to produce formal writing.

The leader and managers have a good understanding of the apprenticeship programmes and review apprentices' progress frequently. However, managers do not yet evaluate clearly enough the quality of learning in the off-the-job training and at-work assessments.

**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**

Apprentices enjoy their training and have a good understanding of the requirements of their programme. They learn new skills and knowledge and how to apply them in practice, for example in dental hygiene. Apprentices develop good behaviours in the workplace. They use logs and assignments well to reflect on, for example, their communication with managers, peers and customers.

Apprentices' standards of work are appropriate to the level of study and most make reasonable progress during their time on programme. Dental nurses benefit from a well-planned mixture of theory and practice in the workplace, and their progress is good. A small number of apprentices become motivated to undertake additional training. As a result, they take on extra responsibility, such as becoming a mental health first aider.

Managers and trainers know their apprentices well and provide frequent and targeted support. They have a good understanding of the progress that apprentices make and provide frequent updates to their employers. Staff deliver training which matches apprentices' job roles and needs of the sector well. Senior managers at one large employer provide input which complements the PLC training particularly well.

This makes the training more relevant. It enhances apprentices' knowledge and skills development in, for example, the management of health and safety at work.

The off-the-job training has a good focus on the completion of units and assignments. However, in a small minority of cases trainers miss opportunities to focus on wider development to enhance the job role. Apprentices value their off-the-job training, and records show that the quantity of this activity meets the requirements. However, entries in a small minority of logs are not clear enough about the purpose and relevance of the activity.

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

Leaders and managers have put in place suitable safeguarding procedures. The person who leads on safeguarding and trainers have had appropriate training. Managers vet new staff appropriately and ensure that all are safe to work with apprentices. The recruitment officer and trainers cover safeguarding, the 'Prevent' duty, British values and health and safety well throughout the training programme.

Apprentices feel safe and know who to contact if they have any concerns. All develop a basic understanding of the signs of radicalisation and extremism. Those working at management level develop new knowledge, such as how to spot the signs that someone is being groomed, exploited or abused. Information technology apprentices develop their understanding of the importance of the safe handling of personal data. Dental nursing apprentices learn safe practice in infection control, identifying medical emergencies and the importance of patient confidentiality.

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