

# Lul Nominee Bcv Limited

Monitoring visit report

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**Unique reference number:** 2526593

**Name of lead inspector:** Jacque Brown, Her Majesty's Inspector

**Inspection dates:** 26–27 June 2019

**Type of provider:** Independent learning provider

**Address:** 123 Gunnersbury Lane  
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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 ESFA 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 three themes set out below.

Lul Nominee Bcv Limited is a training provider based in Action, London. It began offering funded training programmes as a subcontractor in 2009 with main providers Redwood Education and Skills and City of Westminster College. In 2017, Lul Nominee Bcv Limited gained a contract to provide levy-funded apprenticeship programmes. Currently, 68 apprentices are enrolled on the following standards-based apprenticeships: level 2 railway engineering operative; level 3 civil engineering technician and level 3 railway engineering design technician.

### Themes

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

#### **Reasonable progress**

Leaders and managers have a clear vision for their apprenticeship provision and ensure that they adhere to the principles of the apprenticeship programme. Managers ensure that apprentices benefit from good quality off-the-job training that enables them to develop new skills and knowledge. Most apprentices have good skills in English and mathematics, having achieved level 2 qualifications prior to starting the apprenticeship. For the small minority who do not, leaders ensure that suitable arrangements are in place for them to gain these skills.

Leaders and managers monitor the performance of staff effectively through a robust performance management process. Managers have accurately identified the areas requiring improvement and implemented a suitable improvement plan.

Leaders and managers ensure that staff are appropriately trained and have relevant vocational experience. Staff use this expertise and knowledge well to develop the engineering skills, knowledge and behaviours of apprentices.

Managers ensure that they place people onto an apprenticeship for whom it is an appropriate form of training. All apprentices are new to the engineering industry and for many it is their first job.

Senior leaders recognise that they did not have sufficient oversight of the full breadth and quality of the apprenticeship provision when it was first introduced. As a result, leaders and managers were initially slow to ensure that there were enough staff in place to ensure good-quality provision and support for managers.

Managers initially set apprentices unrealistic timescales in which to complete their programmes. As a result, too few apprentices achieved their apprenticeships in this timescale. These apprentices are now making good progress towards meeting their revised end date.

Senior leaders have been slow to develop effective oversight of the quality of provision. However, they recognise this and have developed suitable quality processes which enable them to monitor and improve the apprenticeship programmes.

**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**

Staff provide good guidance to apprentices at the start of the programme to ensure that they enrol on a course which will meet their career aspirations. They accurately assess the skills and knowledge that apprentices have at the start of the course to develop an appropriate programme in vocational areas and mathematics and English.

Trainers use their vocational knowledge and expertise effectively to support apprentices. As a result, apprentices improve their knowledge, skills and behaviours and make valuable contributions to their workplace. Apprentices attend off-the-job training for several months at the start of the programme before going on-site for their job. Apprentices also attend off-the-job-training at college once they have started in the workplace.

Apprentices discuss confidently the new skills, knowledge and behaviours they have developed as a result of the training, for example soldering, stripping compressors and using the correct tools.

Apprentices are clear about their career goals and understand how their apprenticeship will help them to achieve these and to progress to further qualifications.

Apprentices benefit from receiving regular progress reviews with their tutors. Tutors provide helpful feedback to apprentices about what they need to do to improve. Most apprentices make the progress expected of them.

Managers have not adequately explained to the apprentices on the level 2 programme that some of the work they have completed can be used to accredit prior learning when they progress to the level 3 programme. As a result, apprentices are concerned about the increase in the length of the level 2 programme and the time it will take to complete the level 3 apprenticeship.

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

Leaders and managers have appropriate policies and procedures in place to safeguard apprentices. Staff receive appropriate training to ensure that they understand safeguarding and the 'Prevent' duty and to whom they should report them.

Leaders and managers have ensured that staff are safe to work with apprentices through the recruitment process.

The designated safeguarding officer (DSO) has completed appropriate training to be effective in their role. The DSO has implemented suitable reporting procedures but, as yet, no safeguarding incidents have taken place.

Apprentices receive training on safeguarding and the 'Prevent' duty through induction and progress reviews and are aware of local issues. Apprentices know how to keep themselves safe and whom to report safeguarding concerns to. Apprentices have a good understanding of health and safety in the workplace.

Leaders and managers recognise they have been slow in implementing their 'Prevent' duty risk assessment and action plan. As a result, it is too soon to see the impact of the action plan.

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