

Learning Innovations Training Team Ltd

Monitoring visit report

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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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Learning Innovations Training Team Ltd has a direct contract for the delivery of apprenticeship training for levy-paying employers. At the time of the monitoring visit, there were 78 apprentices on business administration, customer service, team leading and management frameworks and standards-based programmes at levels 2, 3 and 4. Of these, 51 apprentices are undertaking standards-based programmes and 27 are on frameworks.

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 well-planned strategy for developing their apprenticeship provision and meeting the needs of employers. Leaders have made effective use of their previous experience as a subcontractor to develop effective apprenticeship provision.

Leaders and managers have designed their curriculum through effective and strong partnerships with employers. They ensure that they recruit apprentices to the most suitable programme. Leaders ensure that apprentices and employers receive good preparation for the requirements of the end-point assessment. They meet the requirements of an apprenticeship.

Employers influence the curriculum to enable apprentices to make a significant contribution to their companies. They also ensure that the curriculum aligns with the current job roles and potential future job roles of apprentices. Employers are right to be positive about the good-quality communication that they receive to enable them to support apprentices.

Leaders and managers improve the quality of their provision and take appropriate actions to improve apprentices' experience. Knowledgeable trainer assessors have a

sound understanding of the job roles of the apprentices and are appropriately qualified in their vocational areas.

Leaders provide opportunities for apprentices to attend a range of additional training in areas such as safe recruitment practices and managing risk in the workplace. Apprentices log these as part of their off-the-job training hours. However, a minority of activities recorded as off-the-job training activities do not constitute training. Instead, apprentices use the time allocated to complete normal working duties.

Leaders carefully monitor apprentices' progress and quickly intervene if apprentices are at risk of falling behind. As a result, most apprentices make good progress in the development of their knowledge, skills and behaviours.

Leaders have made sensible plans for establishing governance arrangements. Those identified for the governance roles have appropriate experience in business and finance. One of them acts in an advisory capacity to the organisation. It is too early to evaluate the impact of these new arrangements.

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

Effective training and frequent helpful reviews from trainer assessors ensure that apprentices develop substantial new knowledge and skills. For example, team leading apprentices recognise the impact of unconscious bias in their management roles. They gain in confidence and apply their management knowledge to be more effective team leaders. Customer service apprentices develop the behaviours that they need to be more effective in a contact centre. This builds their confidence and they enjoy their work more as a result.

Apprentices receive good preparation for their next steps. Team-leading apprentices receive helpful advice from their trainer assessors and from their employers. Consequently, they are ambitious and keen to develop their careers by undertaking a level 5 apprenticeship.

Trainer assessors sequence the team-leading apprenticeship to build apprentices' knowledge in a logical way. Apprentices develop their knowledge of successful leadership, effective communication and finance so that they can devise and manage a substantial project in their organisations.

Trainer assessors ensure that apprentices develop the knowledge that they need to be successful in their end-point assessments. In team leading, the small number of apprentices who have completed their end-point assessment have done so successfully, and around half of them gained a high grade.

Team leaders develop the English and mathematical knowledge that apprentices need to gain their qualifications. Trainer assessors develop apprentices' knowledge and skills in using English particularly effectively. Apprentices are right to be proud of their improved written communication in the workplace.

The small number of apprentices who require additional support receive help that enables them to access the curriculum in line with their peers.

A small minority of apprentices lack awareness about what constitutes on- and off-the-job training. Trainer assessors do not provide sufficient help to these apprentices and their employers to ensure that they are clear about the distinction. Consequently, trainer assessors do not intervene swiftly for the few apprentices who do not receive their full entitlement.

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

Leaders and managers have appropriate procedures to keep apprentices safe. Apprentices receive safeguarding training at the beginning of their studies and enhance their understanding during their review meetings.

Leaders have a comprehensive safeguarding policy and have a good understanding of specific risks, which they include in their 'Prevent' duty action plan. A designated safeguarding lead is in post and is appropriately qualified.

Trainer assessors receive training in safeguarding and the 'Prevent' duty and all staff have current Disclosure and Barring Service (DBS) checks.

Trainer assessors use a variety of innovative resources to support apprentices' understanding of safeguarding. This enables most apprentices to have a sound understanding of the dangers of radicalisation and other safeguarding topics. However, a small minority of apprentices on customer services and business administration programmes have a limited understanding of safeguarding, British values and the dangers of radicalisation and extremism.

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