

Harriet Ellis Training Solutions

Monitoring visit report

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Name of lead inspector: Jon Bowman, Her Majesty's Inspector

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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 (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 themes set out below.

Harriet Ellis Training Solutions Limited deliver training to the dental and healthcare sector. In October 2017 they received funding directly from the Education and Skills Funding Agency to deliver apprenticeships and the first cohort began their training in January 2018. They currently have 206 apprentices on the level 3 standards-based dental nurse apprenticeship. All apprentices are employed in dental practices throughout the UK. Around a third of apprentices are aged 16 to 18 and the remainder aged over 19 years old.

Themes

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

Reasonable progress

The apprenticeship programme builds well on existing areas of expertise within the company. Leaders and managers are committed to delivering a good-quality apprenticeship programme and have invested well in the training, for example by employing full-time assessors.

Leaders and managers understand well the strengths and weaknesses of the provision. Strategies they employ to make improvements in the quality of training are beginning to have a positive impact on apprentices. For example, the proportion of apprentices who stay on the programme is increasing.

Performance management of assessors is effective. Managers have put in place new processes to ensure that assessors are fully accountable for their work, activities and caseloads. Managers meet regularly with assessors to review the progress that apprentices make.

Managers have a clear strategy to support the small number of apprentices who need to develop their knowledge and use of English and mathematics. Managers are

at an early stage of implementing a strategy to improve the teaching of English and mathematics, but it is too early to judge the impact on apprentices.

Managers take suitable action to improve the delivery of the curriculum. They have reviewed the resources used to implement the curriculum to ensure a consistent approach. They observe tutors and give them useful feedback to help improve the delivery of the curriculum. However, this has not yet extended to all tutors.

Apprentices receive their entitlement to the off-the-job training with many benefiting from one day a week away from the surgery to study. Most apprentices are suitably aware of the requirements of the endpoint assessment. However, a few apprentices are not.

Managers do not bring together key performance indicators on the training programme in ways that allow them to assess their effectiveness in making improvements.

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

Teachers ensure that apprentices have a secure knowledge of the theoretical components of dental nursing and know how to use these in practice. For example, apprentices develop their understanding of the technical language of the sector, of the importance of infection control and of the use of the decontamination room. As apprentices progress in their training, they make a growing contribution in the workplace.

Apprentices make suitable progress towards achieving their professional qualification and in developing the knowledge, skills and behaviours they need to succeed. Most apprentices pass their examinations first time.

Early on in their training, apprentices develop their understanding of their future career options well. As a result, they have high aspirations for themselves, for instance to embark upon further study to become dental hygienists.

Leaders and managers ensure that training is structured effectively. This enables apprentices to access webinars from across the country and study sessions offline at times convenient to them.

Assessors, tutors and managers are well qualified, knowledgeable and experienced. This is rightly valued by employers. Assessors set meaningful targets for apprentices so that they know what they are doing well, and what they need to do to improve further.

In the early stages of the apprenticeship programme a few apprentices did not receive a thorough or timely induction into the programme. Managers have rectified this for new apprentices, whose experience at the start of their training is good.

Staff do not carry out a sufficiently detailed assessment of apprentices' existing knowledge, skills and behaviours at the start of the programme. As a result, they do not tailor apprentices' programmes sufficiently to meet their individual needs.

Almost all apprentices have regular reviews of their academic progress and workplace experience. Following recent management interventions, the quality of these reviews has notably improved. However, employers are not routinely involved in the review process.

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

Leaders and managers ensure that there is a range of appropriate policies and procedures in place that form a firm foundation to safeguard apprentices. Apprentices feel safe at work and know who to report any safeguarding concerns to.

Staff are suitably trained and experienced in safeguarding. When they need to act to safeguard apprentices and promote their welfare, they do so effectively.

Managers carry out all the necessary pre-employment checks on staff to ensure that they are suitable to work with apprentices.

Employers are aware of how to access support for any issues relating to the welfare or safety of apprentices. They pay close attention to safe working practices.

Tutors encourage learners to consider safeguarding issues such as the dangers of extremism and radicalisation. As a result, most apprentices are suitably informed about these dangers. However, tutors do not ensure that apprentices consider British values as they relate to the context in which apprentices work.

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