

# Fairway Training (Healthcare) Limited

Monitoring visit report

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**Unique reference number:** 1280343

**Name of lead inspector:** Ruth Peri, 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 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.

Fairway Training (Healthcare) Ltd (Fairway), now trading as Embark Learning, is a specialist provider of health and social care courses based in Sutton Coldfield, West Midlands. Fairway was first established in 2011. After securing a publicly funded contract in 2016, it began delivering apprenticeships to 13 apprentices in February 2018. Currently, seven apprentices are on standards-based apprenticeships, six on the adult care worker standard at level 2, and one on the lead adult care worker standard at level 3. Apprenticeships make up 3% of the company's overall provision.

### Themes

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

#### Insufficient progress

Leaders and managers do not have a clear oversight of apprenticeship training. They do not accurately identify apprentices' knowledge, skills and behaviours at the start of the programme. They do not track apprentices' attendance, conduct progress reviews or monitor progress towards the completion of qualifications. Most apprentices make slow progress. Managers do not have a clear strategy to improve the situation. Interventions for apprentices who are behind are left to the sole trainer.

Leaders and managers have invested in an electronic portfolio that they believe will help them to gain a clear overview of their provision. However, staff and managers have not had effective training in using it. Consequently, the leadership team use conflicting information regarding apprentices' progress. Managers do not facilitate the sharing of good practice either from within the provider or from its partners.

Leaders and managers have a clear aim to train suitable care workers for a sector that suffers acute shortage and turnover of staff. Managers recruit apprentices who have substantial life and care experience and a passion for the care of others, many of whom have progressed from their sector-based work academy programmes. Apprenticeships meet the needs of employers. In many cases, leaders and managers

provide bespoke additional qualifications, such as dementia awareness and end-of-life care.

In recent months, leaders have appointed two knowledgeable and experienced governors, who provide challenge to evaluate the provision. As a result of governors' intervention, managers conducted a review of early leavers, resulting in an improved process for initial advice and guidance for apprentices and employers. As a result, apprentices are now recruited with a fuller understanding of the commitment they are making.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?      Insufficient progress**

Leaders and trainers do not accurately identify apprentices' prior experiences, knowledge or skills at the start of the programme. They do not provide apprentices with an individualised plan of training, so that apprentices who have prior experience of caring for others follow the same programme as those with no experience at all. This contributes to apprentices' slow progress.

Although the quality of training has much improved since the appointment of a well-qualified and experienced trainer, for almost a year apprentices did not receive high-quality off-the-job training. Although the current trainer provides extensive helpful support to those who are motivated, too many apprentices do not attend sessions regularly. As a result, apprentices make slow progress. Managers do not have a strategy to improve the situation.

The current trainer uses her expertise to ensure that apprentices deepen their knowledge and skills and behave professionally in their job roles. For example, apprentices learn how to use the correct personal hygiene materials to avoid cross contamination and the spread of infection.

Many apprentices do not have sufficiently high-level ICT skills to use electronic portfolios confidently. Support for apprentices to help them pass their qualifications in English and mathematics is appropriate, but plans to develop their skills to help them move forwards in their careers are weak.

Managers have not established robust quality improvement arrangements to ensure that the quality of the apprentices' experience is continually improved.

Leaders and managers have made appropriate plans for end-point assessments and have communicated these to apprentices. The trainer prepares apprentices who are nearing their completion of qualifications well, and they are suitably encouraged to achieve high grades.

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

Managers carry out a range of appropriate checks when employing new staff. Staff receive regular updates and training. Both the designated safeguarding lead (DSL), and the deputy DSL are trained to carry out their roles effectively.

Leaders and managers ensure that appropriate safeguarding mechanisms are in place. Leaders and managers conduct appropriate risk assessments to identify potential risk to apprentices in their workplace. For example, an apprentice was not placed with an employer, due to the risk of exposure to a potentially unsafe environment. Consequently, leaders and managers ensure that apprentices are appropriately placed.

Apprentices work safely and feel safe. They are aware of how, and to whom, they should report safeguarding concerns. Apprentices have an appropriate awareness of the dangers associated with their industry. They are confident to use the whistleblowing policy if appropriate. However, their understanding of localised risk and the dangers of radicalisation and extremism is superficial.

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