

# Trainplus Ltd

Monitoring visit report

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**Name of lead inspector:** Shane Langthorne 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.

Trainplus Ltd was established in 2009. In 2017, it became eligible to deliver training directly to apprentices. At the time of the visit, most of the 132 apprentices are studying health and social care, childcare, business administration and information technology (IT). Two thirds are on framework-based apprenticeships. Most apprentices study at intermediate or advanced level, but 11 apprentices are on higher-level programmes. Most apprentices are employed in London and the East of England. Three quarters are aged 19 and older.

### Themes

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

#### **Reasonable progress**

Leaders ensure that apprenticeship programmes meet employers' business needs effectively. Leaders have developed the programmes they offer. For example, they now include higher-level apprenticeships in IT and business administration.

Leaders have high aspirations for apprentices. Assessors use apprentices' starting points to ensure that they study at the correct level. Around one fifth of apprentices achieve qualifications in English and mathematics that are in a higher level than their programmes require. Consequently, they progress to higher-level apprenticeships with ease.

Leaders know their apprentices well. They match apprentices to employers with a high level of success. As a result, most apprentices complete their programmes, remain in employment and quickly take on new roles and responsibilities.

Leaders effectively check that apprentices develop the skills and knowledge they need. They hold formal review meetings often with assessors to hold them to account for apprentices' performance. When apprentices fall behind, managers ensure that assessors put useful interventions in place. As a result, most apprentices achieve within their planned time frames.

Leaders ensure that programmes meet the requirements of a successful apprenticeship. For example, they no longer work with employers who were unwilling to meet the requirements for off-the-job training. Leaders ensure that new employers commit to the off-the-job training requirements when they take on apprentices.

Leaders do not effectively check the impact of their improvement actions. They draw on a wide range of evidence on which to base these actions and they accurately identify the strengths and weaknesses of the provision. However, they do not ensure that the actions they take achieve the desired impact.

Formal governance arrangements do not exist. No one holds leaders to account for the quality of provision, nor do leaders benefit from external reviews. Leaders ensure that they involve employers in developing the curriculum further.

**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 develop new knowledge and skills that relate to their occupations. For example, in domiciliary care, they improve their depth of knowledge of laws and regulations and become more reflective of their own actions. Consequently, apprentices complete their programmes quickly.

Staff ensure that most apprentices complete meaningful off-the-job training. For example, apprentices on assessor awards have good opportunities to shadow colleagues in higher-level roles to increase their understanding of the education sector. However, a few apprentices in domiciliary care have limited opportunities and do not develop their knowledge and skills swiftly.

Assessors effectively use information about apprentices' existing skills and knowledge to inform the training. They work with employers to ensure that the content meets businesses' needs. As a result, apprentices quickly develop relevant new skills and knowledge, which employers value highly.

Assessors use a range of assessment methods effectively. Apprentices benefit from frequent assessments and feedback, including direct observations in their workplace. Consequently, apprentices know how to improve their performance and the standards of their work.

Most apprentices receive helpful support and guidance from their assessors. Apprentices make good use of opportunities to catch up when they fall behind. They are motivated in their work and value the skills and expertise of their assessors and trainers.

Staff ensure that apprentices and employers receive full information about what their final examinations involve. Apprentices develop the necessary knowledge and skills to be successful. Employers contribute to this through effective on-the-job training.

Apprentices understand how British values apply to their work, particularly in relation to respecting others and their dignity. Staff ensure that all apprentices receive detailed training at induction. They regularly review their understanding through assessments.

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

Leaders carry out full risk assessments of employers before an apprentice starts. Leaders ensure that assessors and the designated safeguarding lead receive training and are suitably qualified. Leaders ensure that staff are safe to work with young learners and vulnerable adults. They undertake Disclosure and Barring Service checks on staff prior to their commencing employment.

Apprentices feel safe and know how to keep themselves safe. This includes knowing how to recognise extremism and keep themselves safe from radicalisation. Apprentices know to whom they should report any concerns. They recognise how safeguarding applies to their roles at work. For example, domiciliary care apprentices apply their knowledge of how to detect vulnerabilities in their clients to identify safeguarding concerns.

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