

# Bottle Green Training Limited

Monitoring visit report

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**Unique reference number:** 2539242

**Name of lead inspector:** Michael Worgs, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

**Address:** 1a Offices Station Yard  
Station Road  
Derby  
DE73 8HJ

## 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.

Bottle Green Training Limited was formed in 1999 to deliver training for veterinary nurses in East Midlands. They gained a contract to deliver apprenticeships in September 2018. Prior to this, they solely operated as a subcontractor. There were 43 apprentices on programme at the time of the monitoring visit. The majority of apprentices are studying the level 3 veterinary nursing standard and the remainder the level 2 nursing assistants in a veterinary environment framework.

### Themes

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

#### **Reasonable progress**

Leaders have established good links with employers. They work closely with veterinary practices in the region to develop a programme that meets the principles and requirements of apprenticeships. They ensure that the apprenticeship provision meets the standards of the Royal College of Veterinary Surgeons.

Employers understand the requirements and benefits of the apprenticeship programme and how it supports their core business. Apprentices receive their entitlement for off-the-job training and this is recorded clearly. Apprentices routinely attend formal training sessions at the provider's centre and complete their learning either at home or during allocated time in their workplace.

Leaders have developed a well-designed apprenticeship programme that provides a logical progression from basic introductory descriptions of anatomy and physiology through to the complex interaction between biological systems. As a result, apprentices make direct links between the theory content of the programme with their care of individual animals.

Apprentices are recruited appropriately. They receive good advice and guidance before they begin their apprenticeship programme. Apprentices complete initial assessments at the start of the programme which are used to plan their learning.

Apprentices receive individual guidance and coaching throughout their programme which motivates them to make good progress in their learning.

Leaders communicate the requirements of the end-point assessment to apprentices and employers very well. As a result, apprentices describe confidently the different elements and timing of their end-point assessment.

Leaders ensure that they have experienced staff and good resources to deliver apprenticeships. Tutors have strong clinical expertise and qualifications relevant to the programme which enable them to give strong support to apprentices.

Leaders regularly scrutinise the strengths and weaknesses of the provision to bring about rapid improvement to the apprenticeship programme. They have introduced a new governance panel, but it's too early to see its impact.

**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 are engaged and enthusiastic about their learning. Tutors and clinical coaches work closely to link the learning in the classroom to the apprentices' working lives. Apprentices develop a good range of new skills and knowledge that supports their practice. For example, they learn to collect clinical samples, including skin scrapes, and how to use microscopes to examine these for parasites. Apprentices confidently describe complex body systems and how this enhanced understanding improves their care for animals. For example, their understanding of the circulatory and renal systems helps them to manage intravenous infusions.

Employers and tutors support learning well by allowing apprentices to rotate between practices to ensure that all competencies are demonstrated. For example, in orthopaedics, apprentices complete different placements to ensure that they work on different species. Apprentices therefore become increasingly confident in dealing with difficult situations.

Apprentices develop their communication skills and self-confidence over time which they find useful when dealing with distressed customers. For example, they learn how to restrain animals during clinical procedures and deliver vaccination advice during consultations.

Leaders and tutors monitor the progress of apprentices well. Student liaison officers carry out frequent progress reviews with employers. Leaders use the online nursing log from the Royal College of Veterinary Surgeons to monitor the progress of their apprentices. Leaders ensure that all competencies are signed off before apprentices are ready for their end-point assessment. As a result, most apprentices are on target to complete their programme.

Tutors set high expectations for apprentices and develop their English and mathematical skills throughout the apprenticeship. For example, apprentices have to calculate the correct dosage for different animals taking into account their size and dosage frequency. Apprentices receive good English feedback from tutors so they produce work of a good standard that meets the expectations of their level of study.

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

Leaders ensure that all the required policies and procedures are in place to keep apprentices safe from harm. They have developed an effective culture of safeguarding within the organisation. Designated safeguarding leads have completed suitable training to perform their role. All staff complete safeguarding or 'Prevent' duty training. Leaders maintain an up-to-date central record of all staff training.

Apprentices feel safe and are safe. Apprentices feel confident that the support they receive from their tutors meets their needs. They know how to report safeguarding concerns should they arise.

Apprentices are taught about ethics, and handling controlled drugs and medication which could expose vulnerable people to risk. As a result, apprentices have a secure understanding of health and safety in the workplace.

Leaders have developed an effective 'Prevent' duty policy. Apprentices have a good understanding of risks associated with radicalisation and extremism within their sector but not in the wider context.

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