

Evolve Your Future Limited

Monitoring visit report

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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.

Evolve Your Future Limited is a small independent learning provider based in Rushden, Northamptonshire and operates across the East Midlands and East of England. They gained a contract to deliver youth work apprenticeships in January 2019, following the withdrawal from the contract of another provider. Almost all are employed by Nottinghamshire County Council. At the time of the monitoring visit there were eight apprentices on programme. Three apprentices are enrolled on the Level 3 youth work apprenticeship framework and five are enrolled on a Level 2 youth work apprenticeship 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 identified the need to deliver apprenticeships for specific local authorities to train local young adults to become youth workers. The large majority of apprentices have accessed local authority services themselves through attending sessions at youth centres or services for children looked after.

Leaders identify areas for improvement competently and seek advice to rectify any issues. For example, they have recently appointed a knowledgeable and experienced tutor to manage the apprenticeship programme. The new team works well with employers to ensure that the programme meets the requirements of an apprenticeship. Since taking over the contract, managers are aware of the need to improve records and documentation and are making reasonable progress.

Managers assess apprentices' needs for additional support carefully at the start of the programme. Tutors build strong relationships with apprentices and provide support to meet their individual needs. For example, tutors hold face-to-face sessions with apprentices who have hearing impairments and undertake bi-weekly meetings with apprentices who struggle to manage high workloads. Tutors' interventions are well targeted and highly supportive. As a result, the large majority of apprentices

make good progress through their apprenticeship, learn new skills and improve their performance in the workplace.

Leaders' relationships with employers are not yet sufficiently developed. While managers ensure that apprentices' job roles meet the needs of the qualifications, they do not identify the most suitable level for each individual. As a result, a small number of apprentices are on programmes that are not challenging enough for them and their opportunity to take on more responsibility at work is limited.

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**

Tutors are well qualified and provide useful training for apprentices to be successful in their job role. They are active youth workers and use their experience to teach current and relevant content. For example, apprentices learn about recent safeguarding issues such as county lines and apply this knowledge in their job roles.

Managers have implemented appropriate processes for quality assurance and have restructured the curriculum to optimise apprentices' off-the-job training time and build on their on-the-job training. For example, tutors recognise apprentices' need to learn to reflect and evaluate before they move on to work-related projects. As a result, apprentices build on their learning from each client session and improve their interactions with the groups.

Apprentices undertake research to decide suitable topics for their client groups. They use the skills and knowledge gained from training sessions to inform their approach when delivering activities in youth work settings. They present the projects they develop to their peers to share experiences and to build their knowledge and skills base.

Tutors carefully consider apprentices' well-being to support their specific learning and welfare needs. Tutors use different methods and approaches to teach learners key information to work with clients professionally. They work with apprentices well to decide the most appropriate way to tackle their apprenticeship assignments. Consequently, apprentices complete their work at the expected rate.

Tutors give useful feedback to apprentices regarding the content of their assignments. They point out where the apprentices need to do further work, but do not direct apprentices beyond the requirements of the qualification. For example, tutors do not give sufficient feedback to help apprentices improve their written English skills.

Leaders and tutors do not communicate the structure of the programme coherently to all apprentices and employers. As a result, a small minority are unclear about the programme structure and requirements.

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

Apprentices feel safe and work safely. They have a good working knowledge of safeguarding and the dangers of radicalisation and apply this to their personal life and job role. Apprentices understand their employers' safeguarding referral processes and are aware of risks related to county lines. As a result, they know how to identify and report concerns.

Tutors risk-assess all apprentices at the start of their programme to check for potential vulnerabilities such as being a young carer or care leaver. Tutors recognise and quickly follow up safeguarding concerns to help keep vulnerable adults safe.

The designated safeguarding team are well qualified and understand their responsibilities well. However, they do not keep sufficiently detailed records of safeguarding incidents.

Leaders carry out appropriate pre-employment checks on staff. They have implemented a range of training courses, but not all staff complete the courses most relevant to their job roles.

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