

FBP Ventures Ltd

Monitoring visit report

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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 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.

FBP Ventures Ltd is a training organisation based in west London specialising in delivering adult social care apprenticeships for providers of domiciliary care services to elderly and vulnerable adults. At the time of this monitoring visit 38 apprentices, all over 19 years old, are on standards-based programmes from level 2 to level 5. Of these, 25 study the level 2 adult care worker apprenticeship and 13 study level 3 lead adult care worker apprenticeship. One apprentice studies the level 5 care leadership and management framework apprenticeship.

Themes

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

Insufficient progress

Leaders do not ensure that all the requirements of an apprenticeship are met. Most apprentices are on zero-hours contracts and, of these, too many do not get paid for all the off-the-job training they undertake. Managers do not check employment contracts adequately, and therefore do not work effectively with employers to rectify the issue. Consequently, many apprentices complete the work they must do for the course in their own time.

Leaders do not plan the curriculum well enough to ensure that apprentices improve their English and mathematics skills. For example, tutors do not ensure that all apprentices understand the requirements of the speaking and listening test. Many apprentices are not aware of what they need to do to improve their spoken and written English. As a result, most apprentices are ill-prepared for the functional skills tests.

Leaders work well with a small number of employers to select the appropriate standards for apprentices in the adult social care sector. Employers and apprentices, together with assessors, choose the optional units that relate well to specific roles.

As a result, apprentices learn new vocationally relevant skills and behaviours such as developing confidence to resolve complaints positively and writing care plans.

Tutors are highly qualified and knowledgeable and have relevant occupational experience in management and care. Apprentices benefit from tutors' specialist expertise in topics such as manual handling. Consequently, apprentices acquire a good understanding of health and safety, including online security, and know how to keep their clients safe.

Managers have a good understanding of the requirements for the end-point assessment for apprentices and have put in place appropriate arrangements for the final assessment. Tutors prepare apprentices well for the professional discussion through the taught sessions and on-the-job training. As a result, many apprentices aspire to achieve a merit or distinction grade.

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 work closely with employers to design an effective programme of off-the-job training that complements the training which apprentices receive on the job. For example, apprentices receive a thorough induction from employers that covers vital knowledge such as safeguarding, manual handling and report writing.

Tutors skilfully build and extend apprentices' prior knowledge throughout the course. As a result, apprentices understand and know more about complex topics such as person-centred approaches and the role of advocates in care work. Employers benefit from apprentices' personal development gained during the course, for example in developing good relationships with clients and their families.

Tutors teach apprentices a good range of occupational knowledge and skills relevant to the care worker and team leading roles. As a result, apprentices develop their practice, such as introducing procedures for care workers to contact the next of kin if clients are not seen during visits.

Managers have put in place good measures to ensure that apprentices who fall behind with their work can catch up quickly. Tutors provide apprentices with additional support on the telephone and through one-to-one coaching sessions. Most apprentices have a good understanding of their progress. Tutors clearly record units achieved in the learning log, and as a result apprentices know how many more they need to do to complete the qualification, and by when.

A few apprentices do not receive regular progress reviews, so they are not able to identify the areas for improvement they need to work on. Tutors do not involve

employers in jointly reviewing apprentices' progress. As a result, some employers do not have a clear view of how well apprentices are doing.

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

Reasonable progress

Leaders have a clear safeguarding policy. This includes a detailed procedure for reporting concerns. Staff identify accurately the steps to take if a safeguarding issue arises.

Tutors promote a positive safeguarding culture. Apprentices are well informed about the importance and requirements of safeguarding for the industry in which they work. As a result, apprentices are able to develop and implement safeguarding policies in care settings.

All staff receive training in safeguarding and the 'Prevent' duty. The designated safeguarding lead is appropriately trained to carry out the role effectively. Apprentices feel safe and know how, and to whom, they should report concerns.

Leaders have taken reasonable steps to comply with the 'Prevent' duty. A comprehensive policy and action plan are in place. However, apprentices have a limited understanding of local risks associated with extremism and radicalisation.

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