

Aspect Training Limited

Re-inspection 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

Aspect Training Limited was inspected in February 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the areas for improvement identified at the previous inspection.

Themes

How well do leaders and those responsible for governance focus their efforts on improving the quality of the provision and intervene swiftly to implement any required improvement actions?

Insufficient progress

Since the previous inspection, leaders and managers have not made sufficient progress in improving the quality of education or in rectifying the weaknesses identified at the inspection. Senior leaders and those responsible for governance have not recognised all of the areas which need to improve, including the need for tutors to provide learners with opportunities to improve their knowledge and skills for working in the adult care sector rather than simply enabling them to complete qualifications.

Self-assessment is insufficiently critical, and the resultant quality improvement plan does not identify the necessary actions and targets to improve the quality of the provision. For example, leaders focus too much on the assessment of practice during their observations of teaching and learning, and not sufficiently on the quality of teaching and whether learners are able to recall previously learned information. Managers recognised during the monitoring visit the need to improve swiftly their evaluation of the quality of the provision and the progress that learners make.

Leaders and managers have acted effectively since the previous inspection to ensure that tutors are more suitable and better equipped for the role that they now have. Managers provide appropriate training, updating and support for staff. However, too many of the actions set for tutors to help them to improve their performance do not focus sufficiently well on the craft of teaching or on helping learners to improve their knowledge and skills for working in the care sector.

How effectively do leaders monitor the progress that learners make and ensure that those falling behind are supported to achieve their qualifications?

Reasonable progress

Leaders have recently introduced a useful learner monitoring system which they use effectively to identify those learners falling behind with their studies. They make good use of the information that they collect, which enables them to intervene effectively with tutors and make sure that learners who fall behind are able to catch up. Consequently, a higher proportion of learners are on target to achieve within their set timescales.

Leaders and managers have worked effectively with newly appointed tutors to ensure that they monitor the progress that learners make towards achieving their qualifications. Tutors now provide much-improved support for the few learners who fall behind, which helps learners make better progress in improving their skills and knowledge.

The actions that tutors identify for learners to challenge them to make good progress often lack sufficient precision and relate only to the completion of qualification units and specific tasks. Tutors do not record learners' improvement targets well enough to enable learners to understand what they need to do to improve the standard of their work.

What progress have leaders and tutors made in ensuring that learners improve their English and mathematics skills during their course?

Insufficient progress

Leaders and managers have been too slow since the previous inspection to ensure that learners' English and mathematics levels are determined accurately at the start of their programmes. A high proportion of learners on level 3 and 4 programmes are identified as needing support to improve their English or mathematics skills but do not benefit from effective help from their tutors to do so.

Tutors do not encourage learners strongly enough to work on improving their English and mathematics skills. Too often when tutors suggest help, learners turn this down, and this is too readily accepted by their tutors. Too often, learners make the same spelling mistakes in their assignments without correction from their tutors.

Learners who do seek and request help with their written English skills improve the standard of their written work as a result of the help that they receive. However, too many learners who require help in improving their mathematics skills do not benefit from assistance in improving these skills.

Leaders have very recently introduced new initiatives with tutors, with the intention of providing more support for learners to improve their English and mathematics skills and levels. However, it is too early for any positive impact on the standard of learners' work to be demonstrated.

What progress have tutors made in using learners' starting points and their job roles to plan and use activities that enable learners to build on their knowledge and understanding?

Insufficient progress

Tutors do not carry out activities at the beginning of courses effectively enough to determine learners' prior knowledge and understanding of working and managing in the adult care sector. They do not use well enough the information that they do gain from these activities to plan learning based on what learners already know and can do.

Tutors do not set high enough expectations of learners for the development of their knowledge and skills. The results from the assessment of learners' starting points do not help learners or their tutors to determine the gaps in knowledge that learners may have. This hinders the development of learners' knowledge of the adult care sector during their course.

Tutors do not challenge learners sufficiently to improve and develop a deeper understanding of their job roles. Too often, learners progress through their course without broadening their understanding of the adult care sector or gaining a wider set of skills and knowledge to benefit them in the future.

Tutors do not systematically check that learners are improving their knowledge and skills or their ability to recall and retain knowledge. They concentrate too much on the assessment of skills to meet the requirements of the qualification. Tutors do not use well enough the results from assessment activities to plan the next stage of learning to help learners build on their skills in caring for people in care homes.

Learners develop some knowledge and skills that are relevant to their job roles. For example, those working with elderly clients improve their understanding of the signs of dementia and how to communicate with clients who have personality disorders.

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