

Complete Training & Assessment 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.

Complete Training & Assessment Limited began trading in 2013 and received a contract to deliver apprenticeships in August 2017. Currently, the provider has 73 levy-funded apprentices. The majority are completing adult care worker or lead adult care worker standards-based apprenticeship programmes at levels 2 and 3, respectively. The remaining apprentices are following an apprenticeship framework in care leadership and management at level 5.

Themes

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

Insufficient progress

Leaders and managers have developed positive working relationships with a small number of employers in the health and social care sector. They have developed apprenticeship programmes appropriately to support employers' workforce development needs.

Leaders and managers identify apprentices' starting points effectively. However, they do not implement an ambitious curriculum that builds upon apprentices' experience. As a result, too many apprentices merely accredit their existing vocational competencies and fail to develop substantial new knowledge, skills and behaviours. A minority of apprentices are not aware that they are on an apprenticeship programme.

Leaders do not ensure that all employers provide apprentices with the time they need to complete their off-the-job learning. Records of off-the-job training are often incomplete. As a result, leaders and managers are not always clear about what action they should take to ensure that apprentices receive the off-the-job training they are entitled to and the time they need to develop and study.

Leaders and managers have not ensured that the principles and requirements of an apprenticeship are fulfilled. They have not prepared adequately for the transition

from delivering apprenticeship frameworks to delivering standards-based apprenticeship programmes. As a result, a minority of apprentices have not completed their apprenticeship due to significant delays in organising their end-point assessments. Too many apprentices are unaware of what they need to do to succeed in their final assessments.

Leaders have been slow to hold managers to account for improving the quality of provision. They have put actions in place very recently to address weaknesses in assessment practice, data management and quality monitoring. However, it is too early to judge the impact of these actions on the quality of education and the outcomes for apprentices. Leaders acknowledge the urgent need to appoint governors to support and challenge them to tackle weaknesses and accelerate the pace of improvement.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?

Insufficient progress

Tutors and assessors are vocationally experienced and qualified. They help apprentices to access a range of relevant learning resources to support their studies. For example, off-the-job training workshops give apprentices good opportunities to develop their applied knowledge and skills in moving and positioning service users in a realistic home environment.

A small number of apprentices develop useful new vocational knowledge, skills and understanding and take on additional responsibilities at work. For example, apprentices develop an understanding of the symptoms of dementia and how best to care and support service users. A few apprentices develop a better understanding of relevant health and safety legislation and use this knowledge to improve their professional practice.

Too many apprentices fail to attend off-the-job training workshops regularly. Arrangements to help them catch up are ad hoc and underdeveloped. Too many apprentices do not have regular assessment visits in the workplace. Consequently, the majority of apprentices make slow progress and do not complete their apprenticeship programme by their planned end date.

Assessors' feedback is focused on fulfilling assessment criteria. They give too little attention to supporting apprentices to develop the knowledge and skills they need to progress in their job role. Assessors do not identify routinely apprentices' spelling, grammatical and punctuation errors in their written work. Consequently, apprentices often continue to make the same mistakes. Too many apprentices, and their managers, are unclear about their end-of-programme assessment or the grades they can achieve. As a result, apprentices do not aspire to achieve the highest grades available.

Most apprentices have very limited knowledge of the importance of British values or how they can participate fully in and contribute positively to life in modern Britain. They have a poor understanding of how these values relate to their role at work, their colleagues and their clients.

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

Leaders and managers implement appropriate safeguarding arrangements to ensure that apprentices are safe. Leaders have established a culture of safeguarding vigilance and a clear process for reporting, recording and monitoring safeguarding concerns. Leaders and managers carry out relevant checks on staff suitability to work with vulnerable adults.

A designated safeguarding lead and deputy have been trained appropriately to carry out their roles. Tutors and assessors undertake relevant training, including the 'Prevent' duty, to ensure that they are clear about their responsibilities for safeguarding apprentices. Assessors carry out regular health and safety checks on employers' premises to ensure their safety and suitability.

Apprentices are safe and feel safe. They understand who to contact if they have any safeguarding questions or concerns. Most apprentices demonstrate an awareness of the dangers of extremism and radicalisation.

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