

Total Training Provision Limited

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 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.

Total Training Provision Limited (TTP Ltd) was established in 2013 as a training provider of apprenticeships in business, care and education. It began to offer levy-funded apprenticeships in 2017. Currently, 66 apprentices are on programme, nearly all on standards-based apprenticeships. Six of these apprentices started their apprenticeship training with TTP Ltd in 2018 and 2019. The other 60 apprentices transferred to TTP Ltd in late 2019 from an employer provider who had ceased providing training. Six apprentices are on level 2 programmes in customer services, and 50 apprentices are on level 3 programmes in team leading, business administration, learning mentor and child development. Ten apprentices are on level 5 programmes in operational/departmental management. All apprentices are over the age of 18.

Themes

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

Reasonable progress

Leaders and managers have a clear vision and strategy for the training that they offer. Leaders have worked closely with employers to ensure that their apprentices have clearly planned and well-structured programmes. Managers ensure that training successfully addresses employers' workforce development needs. For example, apprentices develop skills in managing people and budgets so that they are able to contribute to the efficiency of their employers' businesses.

Leaders and managers understand the expectations of apprenticeship delivery, and most employers ensure that their apprentices benefit from good on- and off-the-job training. For example, apprentices attend workplace training on general data protection responsibility and fire safety. Most apprentices receive their entitlement to off-the-job training. A few employers do not ensure that their apprentices receive their full entitlement, meaning a small number of apprentices currently complete a proportion of their off-the-job training in their own time.

Leaders and managers recruit knowledgeable and experienced learning and development practitioners and invest in their ongoing training and development. Managers and learning and development practitioners identify and support apprentices with specific needs and make necessary adjustments. As a result, apprentices benefit from good-quality teaching, develop the new skills they need at work and make rapid progress.

Managers ensure that end-point assessment arrangements are in place for apprentices, and they communicate these arrangements to staff, apprentices and employers. They prepare apprentices well for the requirements of end-point assessment. A few employers who have very recently begun working with the provider have insufficient understanding of end-point assessment arrangements for standards-based apprenticeships.

Leaders and managers carefully monitor and evaluate their actions to improve the quality of the provision. A non-executive director provides formal external governance arrangements. Leaders and managers identify actions and next steps to improve provision. However, leaders' evaluation of the quality of teaching does not currently focus sufficiently on their levy-funded provision as a discrete area of their overall training programme.

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

Learning and development practitioners support apprentices well to develop new knowledge and skills that benefit them and their employers. Team leader and customer service apprentices grow in confidence and apply their newly acquired knowledge to take on greater responsibility. Child development apprentices develop the skills needed to take on new roles in different child support contexts.

Learning and development practitioners use information about what apprentices already know and can do to plan challenging learning programmes. They have acted swiftly to support those apprentices who have recently transferred from another training organisation. Learning and development practitioners have been proactive in identifying any gaps in apprentices' knowledge, skills and behaviours resulting from interruptions in their learning. As a result, apprentices have caught up. They know what is expected of them. They are on track to achieve their qualifications, and they are newly invigorated to learn.

Learning and development practitioners plan and sequence learning well to make it interesting and engaging by, for example, using video clips relevant to the workplace. They skilfully assess apprentices and encourage them to reflect on their own experience in the workplace. As a result, apprentices can recall key learning points and build on what they have learned. This prepares them well for the demands of end-point assessment.

Learning and development practitioners thoroughly track and monitor apprentices' progress. Apprentices produce organised and detailed portfolios that show real understanding and assessment that has helped them improve. Managers have very recently piloted an electronic portfolio, with a view to enhancing further the quality of training and assessment for apprentices.

Apprentices develop and gain knowledge in English and mathematics and apply it in the workplace and in their personal lives. For example, apprentices are now much more confident in helping their children with homework.

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

Apprentices feel safe and understand how to keep themselves safe. Learning and development practitioners reinforce key messages around safety in discussions with apprentices during monthly reviews.

Leaders are developing a strong culture of safeguarding and protection. They provide monthly updates to all staff on key issues relating to safety and security. These include local risks such as county lines. As a result, staff are confident in supporting apprentices in learning about and understanding key issues relating to their own safety and security.

Managers follow suitable processes to ensure safe recruitment of staff. All staff have up-to-date Disclosure and Barring Service checks. Leaders have appointed a designated safeguarding officer who has suitable training to perform this role.

Leaders are taking all reasonable steps to meet the requirements of the 'Prevent' duty. All staff undergo training in Prevent and safeguarding. Apprentices have a good understanding of the risks associated with radicalisation and extremism.

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